

Rhode Island Charter Public Schools Statement of Intent Cover Sheet

Name of Proposed Charter School: Academy of Global Studies

Proposed Location of School: To be determined

Proposed Sending District(s): Providence

Primary Contact: Janelle Clarke-Holley

Proposed Role with Charter School: Founder

Address: 33 Higgins Avenue

City/State/ZIP: Providence/RI/02908

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Proposed enrollment during initial five-year charter term:

School Year	Grade Levels	Total Enrollment	# of school sites
2015/16	6	60	1
2016/17	6&7	120	1
2017/18	6, 7, 8	180	1
2018/19	6, 7, 8, 9	240	1
2019/20	6, 7, 8, 9, 10	300	1

Proposed grade levels when fully expanded: 6-12

Total student enrollment when fully expanded: 420

Total number of school sites when fully expanded: 1

Charter School Type: Independent Charter School

Establishing persons or entities (in accordance with RIGL § 16-77.2-1, 16-77.3-1 or 16-77.4-1):

Reaching People Through Music (RPM)

Person or Representative of Entity Establishing the School:

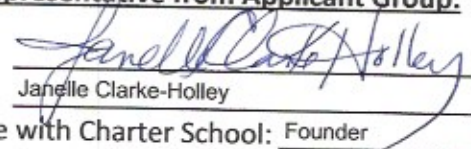
Signature: 

Print Name: Dr. Clarice LaVerne Thompson

Position/Title: Cofounder of RPM

Date: April 1, 2014

Additional Representative from Applicant Group:

Signature: 

Print Name: Janelle Clarke-Holley

Proposed Role with Charter School: Founder

Date: April 1, 2014

Academy of Global Studies



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Executive summary

The Academy of Global Studies (AGS) seeks to become an independent charter school in Providence to serve students in grades 6-12. The mission of AGS is:

To prepare students to become globally competent citizens.

In 2012, the US Department of Education (USDOE) proclaimed two strategic goals as part of its International Education Strategy Plan 2012-2016: strengthen US education and advance our nation's international priorities. The report further states that, "In today's globalized world, an effective domestic education agenda must address global needs and trends and aim to develop a globally competent citizenry".¹ Currently in RI, global competencies have not made it into the public school agenda in terms of curriculum or graduation requirements. While there might be pockets of international studies classes offered as electives at some schools in Providence, there is not a single school in Providence, or RI that has placed the sense of urgency around global competencies as stated by the USDOE.

AGS will be the first public school to fully embed a global studies lens through every fabric of the school's teaching and learning environment, and offer that quality of education to students starting in grade 6. Additionally, AGS intends to become the first school in RI that is member of Asia Society's International Studies School Network (ISSN) and adopt their Graduation Performance System. AGS will benefit from the decades of research and international school development work that Asia Society has embarked upon in their creation of over 30 high performing, globally oriented schools which embed a rigorous global leadership lens through all core content courses and performance outcomes.

It is no surprise that the achievement and equity gap between Rhode Island's poor and minority students and non-minority middle class youth exists. Providing today's youth with a basic and traditional education no longer serves them well in the 21st century, particularly the underserved youth. The curriculum design, expanded learning opportunities, and community, national, and international partnerships at AGS will provide our students with relevant rigorous learning experiences that will grow them toward proficiency in the four domains of global competence: ability to investigate the world, recognize perspectives, communicate ideas, and take action. Teachers will collaboratively plan interdisciplinary units, share best practices, reflect on student work and student achievement, and analyze data, while continually striving to support students in the achievement of the mission.

Some of the community partners the applicant group has already established a relationship with include Providence College's Global Studies Department, The Spiegel Center for Global and International Programs at Roger Williams University, Plan, USA, Axis of Hope Center for Conflict Resolution at Boston University, Dorcas International Institute of RI, Reaching People through Music, and Achievery. Our community partners will play an integral role in the learning

¹ United States. Department of Education. *Succeeding Globally Through International Education and Engagement*. N.p., Nov. 2012. Web. Dec. 2012.

environment at AGS as consultants for global studies, co-teachers, expanded learning and community service opportunities, advocacy and awareness initiatives, and collegiate connections.

The applicant group is comprised of a diverse set of skilled and accomplished professionals in the fields of education, finance, global studies, law, youth development, technology, expanded and digital learning, mental health, and the arts. The Executive Director of AGS will be responsible for the overall operations and management of the school, and will employ a leadership team inclusive of a Chief Academic Officer, Chief Financial Officer and Chief of Operations. The school will be governed by a Board of Directors that will provide oversight of all school operations, fiscal management, and fulfillment of the mission. It is the vision of the Board to create a public international studies secondary school for underserved youth that can be viewed as a lab excellence for RI and beyond.

I. Mission Statement

Mission- “To prepare students to become globally competent citizens.”

The Academy of Global Studies will serve Providence youth in grades 6-12 in a learning environment that challenges and supports each student to become not only college and career ready, but a young person who is knowledgeable, articulate, and skilled in global competencies for the 21st century.

The US Department of Education, defines globally competent individuals “as those who use their knowledge and skills to investigate the world beyond their immediate environment, recognize their own and others’ perspectives, communicate their ideas effectively with diverse audiences, and translate their ideas into appropriate actions”.²

The Academy of Global Studies believes that preparing students to problem solve today for a better future tomorrow is of utmost importance locally, nationally, and globally. We will provide the following academic, civic, and social learning environment in order to meet our mission:

- Integrate core Math, Science and Humanities courses with a global lens at every grade level
- Incorporate courses specific to a global studies foundation at every grade level
- Embrace the rich diversity of our students’ and the community to strengthen our school
- Initiate an intensive foreign language requirement from grade 6 onward and ensure that all students graduate proficient in a second world language

² United States. Department of Education. *Succeeding Globally Through International Education and Engagement*. N.p., Nov. 2012. Web. Dec. 2012.

- Engage students in civic engagement/advocacy projects related to local and global issues at every grade level
- Collaborate with local university partners and local internationally minded businesses and agencies to provide authentic learning experiences in and out of the classroom
- Embed an assessment system that informs students, parents, and stakeholders about each student's progress towards proficiency and/or mastery on grade and content specific performance task
- Establish a culture of personal growth, individual responsibility, and resourcefulness in our faculty and students

In short, the AGS is a place where every student will be prepared for the future as a thinker, communicator, contributor, learner, leader and role model in our globalized society.

II. Community Need and Support

The target population for Academy of Global Studies is Providence youth eligible for entry into grade 6, progressing annually to grade 12. According to the Providence Public School district, the student ethnic breakdown is 64.5% Hispanic, 17.5% black, 88% white, 5.06% Asian, 3.15% multi-racial, and 0.92% Native American.³

Providence, the urban capital of RI, is comprised of 25 identified neighborhoods. According to ProvPlan, RI Community Profiles 2010, Providence is a city with a 64.4% minority population, with 16.4% of the total population between the ages of 5-17. Spanish is the language spoken at home in 35.1% of families. Married couples with children under the age of 18 make up 14.1% of households, while female householders living below poverty with children make up 76.2% of families. The median household income in 2010 was \$36,925.00 and 26.3% of the population was living below poverty level. Between 2007-2009, 29.8% of all births were from a mother without a high school diploma and 27.4% of the residents 25 years and older have less than a high school diploma.⁴

Standardized test data, high school graduation rates, and college attrition are evidence that the achievement gap between Providence's minority students and non-minority peers state-wide continues to grow, particularly among Latinos, which make up 64% of the Providence school's population. The dropout rate for Latinos in RI is 19.7%, significantly higher than their white counterparts in the state (9.5%) and their Latino counterparts across the country. Additionally, the disparities between RI Latinos and whites in 4th and 8th grade National Assessment of

³ "Inside PPSD - Providence Schools." *Inside PPSD - Providence Schools*. N.p., n.d. Web. 01 Feb. 2014.

⁴ "Rhode Island Community Profiles." *Rhode Island Community Profiles*. N.p., n.d. Web. Feb. 2014.

Educational Progress mathematics assessments are among the ten worst in country, falling one-half to one full grade level behind Latinos across the nation.⁵

Given the pivotal role that minorities will play in the future of the state, it is imperative that we acknowledge and act on the need to make dramatic shifts in the educational achievement of our youth, something Rhode Island's urban core public school districts have, to date, not achieved with any degree of marked or consistent success. AGS will be in a unique position to make a positive impact in the educational achievement of our target population by truly focusing on 21st century literacy's and departing from an "industrial model" of education where success is defined in prescribed and limited ways, within the confines of a traditional school day setting.

Disciplinary and interdisciplinary study will be the premise of the teaching and learning environment at AGS, and shared vision among all stakeholders that allows for the full integration of the four domains of global competence: Investigate the World, Recognize Perspectives, Take Action, and Communicate Ideas.⁶

Rhode Island will benefit from young people that are well versed in global commerce, sustainability, world languages, innovative solutions, and the ability to communicate effectively and purposefully around issues of concern locally and internationally. Growing our students with the mindset of civic, economic, and social engagement, on a local and global scale, can further economic growth in the state. In 2012, Rhode Island, companies sold their products in 159 international markets; our economy is boosted by 318 US companies that operate internationally in RI, representing 36% of private sector jobs for working families in 2011, directly and indirectly supporting 185,000 jobs.⁷ In addition, foreign owned companies add to the investment in RI communities with employment in manufacturing, retail trade, wholesale trade, and information services, providing over 26,000 jobs to local citizens.⁸

Academy of Global Studies will prepare students to navigate the international environment by educating their students beyond the classroom setting through their various community partnerships. AGS students and faculty will benefit from these collaborative partnerships with the Global Studies Department at Providence College, Plan USA, the Spiegel Center for Global and International Programs at Roger Williams University, Axis of Hope at Boston University, and RI Capital Forum, to name a few. These local partnerships will provide integral guidance

⁵ Huguley, James P. *Latino Students in Rhode Island: A Review of Local and National Performances*. Rep. Latino Policy Institute at Roger Williams University, 2013. Web. Jan. 2014.

⁶ Boix Mansilla, Veronica, and Anthony Jackson. *Educating for Global Competence: Preparing Our Youth to Engage the World*. Rep. Council of Chief State School Officers' EdSteps Initiative & Asia Society Partnership for Global Learning, 2011. Web. Apr. 2013.

⁷ *Economic Impacts of Globally Engaged U.S. Companies: Results for 2011*. Rep. Pricewaterhouse Coopers LLP, July 2013. Web. Feb. 2014.

⁸ *HOW RHODE ISLAND'S ECONOMY BENEFITS FROM INTERNATIONAL TRADE AND INVESTMENT*. N.p.: Business Roundtable, n.d. PDF.

and support to integrating global studies into the core curriculum, as well as civic engagement, community service, and expanded learning opportunities for credit.

Students graduating from RI high schools need the necessary competencies to compete and engage in the international market that is burgeoning in our state and beyond. Currently, the education system has not embraced global competencies as a requirement for graduation, either at the state or individual school level. The AGS will be the first public school in RI for students in grade 6-12 to do so. The Asia Society's International Studies School Network (ISSN) and the Asia Society's Graduation Performance System (GPS) were used as the foundation for AGS. The GPS articulates what students will know and be able to do by commencement. At AGS, a fully integrated approach to teaching and learning, the scope and sequence of courses, plan of study, expanded learning opportunities, internships, projects, exhibitions, and service learning will lead a student to achieve the attributes defined in the Graduation Performance System. A sample of some GPS attributes include:

- Have the experience of achieving expertise by researching, understanding, and developing new knowledge about a world culture or an internationally relevant issue
- Graduate with all options open for postsecondary education, work, and service
- Are literate for the 21st century and proficient in reading, writing, viewing, listening, and speaking in English and one or more other world languages
- Demonstrate creative and complex thinking and problem solving skills by analyzing and producing viable solutions to problems with no known or single right answer
- Use digital media and technology to access and evaluate information from around the world and effectively communicate, synthesize, and create new knowledge
- Effectively collaborate with individuals from different cultural backgrounds and seek out opportunities for intercultural teamwork
- Make healthy decisions that enhance their physical, mental, and emotional well-being
- Understand how the world's people and institutions are interconnected and how critical international economic, political, technological, environmental, and social systems operate interdependently across nations and regions⁹

⁹ "Asia Society." *Asia Society*. N.p., n.d. Web. Mar. 2013.

III. Goals

Academy of Global Studies, and any of its agents, vendors, and contractors, will be accountable to the Rhode Island Department of Education (RIDE) performance standards for Charter Schools. Academy of Global Studies has reviewed the RIDE performance measures and is confident that the school will meet these levels of performance for our students based upon the educational model of the school.

Academy of Global Studies is committed to making data driven decisions that address the overall needs of the school, and the specific academic needs of individual students to ensure they meet proficiency on local, state, and school performance measures. Students will have Individual Learning Plans commencing upon acceptance to AGS. The plans will be revisited and adjusted a minimum of four times throughout the academic year with the student's parents and advisor.

Academic resources, such as STAR Math and Reading assessments, Scholastic Reading Inventory, Edmentum, and Achieve 3000 will provide teachers, students, parents, and stakeholders with on going data points for progress monitoring, creation of targeted intervention support, enrichment opportunities, and identification of support services that might be necessary.

All data points, computer diagnostics, course grades, and performance benchmarks will comprise the students Academic Profile.

Academy of Global Studies intends to adopt a competency based assessment system to measure student progress and achievement towards meeting standards/performance outcomes along a continuum, not on a time bound structure. Performance outcomes are the abilities students can demonstrate to prove their global competence and core content competence. For each core subject area, we will utilize the Asia Society's performance outcomes, which provide a rationale and tools to show what students should know and be able to do. The use of "I Can Statements" and rubrics list specific evidence students must demonstrate as they progress towards global and content competency. The student "I Can Statements" describe, in first-person voice, what he or she will be able to do in 8th, 10th, and 12th grade years.¹⁰

The school will utilize the ISSN's School Design Matrix, a comprehensive school design framework that focuses on six areas: 1.) Vision, Mission and Culture; 2.) Student Learning Outcomes; 3.) Curriculum, Instruction and Assessment; 4.) Professional Learning Communities; 5.) School Governance and Organization and 6.) Community Partnerships. In total, the ISSN Matrix identifies 42 design elements across the six domains, including a set of rubrics and resources to assist AGS in progressing in each area. As an ISSN partner school, AGS will be subject to an intensive formative assessment school review in the first and third year of partnership. This formative assessment is meant to provide data and feedback to the school leaders, faculty, partners, and the community about the school's progress toward implementing the ISSN School Design and GPS. The visiting team of ISSN staff and school leaders from across the Network spend three days onsite meeting with faculty, staff, students, parents, school leaders, and partners, as well as observing classroom lessons, extra-curricular activities, and other school-wide events or meetings. Academy of Global Studies will be provided with a visual

¹⁰ "Asia Society." *Asia Society*. N.p., n.d. Web. Mar. 2013.

and written report that includes the team's observations, aligned with the six domains of the ISSN School Design Matrix.

GOAL 1: The educational program at Academy of Global Studies will be a success:

- 1.1 Students will meet all RIDE graduation requirements
- 1.2 Students will demonstrate competency on Common Core State Standards within core content classes, electives, and expanded learning opportunities based on rubrics used to assess performance outcomes
- 1.3. Students will make measurable gains on Partnership for Assessment of Readiness for College and Careers (PARCC) assessments equal to, or in excess of, their peers from comparable Providence School Schools.
- 1.4 Limited English Proficient students will make typical to accelerated growth as measured by Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS)
- 1.5 Students will meet performance outcomes as measured by the Asia Society's Graduation Performance System (GPS) for global leadership by grade 12

GOAL 2: Academy of Global Studies will provide appropriate conditions for student success:

- 2.1 School leadership will implement and ensure that student improvement and achievement is at the forefront of all decisions made at the school. Academy of Global Studies will establish a viable and functioning Instructional Leadership Team, Data Team, and School Improvement Team to guide and support on going improvements to the teaching and learning environment
- 2.2 Academy of Global Studies will implement curricula that is rigorous, relevant, aligned to the Common Core State Standards and the four domains of global competence: Investigate the World, Recognize Perspectives, Take Action, and Communicate Ideas
- 2.3 Staff at AGS are highly qualified in their content area as defined by the US Department of Education
- 2.4 Families and the community are a vital part of AGS and will be partners in advancing the educational outcomes for students

GOAL 3: AGS is a viable and thriving organization:

- 3.1 AGS will act in a fiscally responsible manner with regard to all school operations and budget
- 3.2 The Data Team will analyze student attendance records on a weekly basis to identify chronically absent and/or tardy students and make recommendations to intervene and progress monitor
- 3.3 Annually, AGS will administer surveys to students, parents, partners, and other stakeholders to gather information on school satisfaction, expectations, areas of strengths, and areas in need of improvement
- 3.4 Academy of Global Studies will participate in an ISSN formative assessment school review to inform school leaders, staff, partners, parents, and the community on the effectiveness of the school design and implementation

GOAL 4: Academy of Global Studies students will all graduate with a career and/or collegiate plan

IV (a) GUIDING PRINCIPLES

Academy of Global Studies intends to become a member of the Asia Society's International School Studies Network, and as such will uphold the following ISSN beliefs:¹¹

- We believe in excellence and equity for each student.
- We believe that each student should graduate with the knowledge, skills and dispositions to be globally competent.
- We believe that each student should leave their schooling experience as college and career ready with all options open and available to them.
- We believe that students own their learning and that the adults in the school, home, and community have the responsibility to foster each student's success.
- We believe that the school is a safe, welcoming, and collaborative place that fosters inquiry, innovation, and reflection both in the school and in the broader world beyond the school walls.
- We believe that the school is a place where learning is an ongoing process and that students have opportunities to make mistakes and grow from them as an essential part of the school experience.

The student population at AGS will be comprised of youth who are generally identified as the most vulnerable, underperforming students, characterized by ethnicity and poverty. While a basic public education supports students to meet proficiency on all RIDE graduation requirements, basic is not enough in a rapidly changing global society and economy. In a 2012 report, the United States Department of Education urges that a world-class education is needed for all students; upholding the above stated core beliefs is the permeating lens through which all students, adults, partners, and community members at AGS will bring this goal to fruition. It underscores our mission and will be evident in teacher recruitment and training, curricular design, and ongoing internal and external review.

IV(b). Curriculum and Coursework

Academy of Global Studies will collaborate with its ISSN coach/consultant to design curriculum. A recent Nellie Mae Education Foundation study, *College Readiness Meets Global Competence: Asia Society's International Studies Schools*, states that, "...Asia Society and the ISSN schools have designed a robust approach to performance-based learning and assessment that has implications well beyond the network, offering lessons for policymakers and practitioners concerned about preparing students to live and work in an increasingly complex world".¹²

¹¹ "Asia Society." *Asia Society*. N.p., n.d. Web. Mar. 2013.

¹² *College Readiness Meets Global Competence: Asia Society's International Studies Schools*. Rep. Nellie Mae Education Foundation, n.d. Web. Feb. 2014.

The ISSN school and curriculum design has shown proven results with underserved populations; 63% of ISSN students are low income and 73% are students of color. The Nellie Mae Foundation report was based on achievement data during a multi year study comparing non-ISSN schools with similar demographics (including ethnicity, low income, ELL, and grade levels). The foundation report states the following:

*Four-year graduation rates and student performance rates exceed those in comparable schools. In 2001, ISSN schools had an average four-year graduation rate of 89 percent. In addition, evaluators found that ISSN schools outperformed their peers on 71 of 107 total measures (66.4%).*¹³

The pedagogical foundation and curricula design at AGS is further informed by two strategies of the US Department of Education (USDOE). The USDOE international strategy is to strengthen US education and advance our nation's international priorities, emphasizing the urgent need for the following:

- world class education for all students
- global competencies for all students
- international benchmarking and applying lessons learned from other countries
- education diplomacy and engagement with other countries¹⁴

The AGS curricula strives to accomplish the goals of the USDOE by creating a teaching and learning environment (for students and adults) that integrates rigorous and relevant 21st century skills with required core courses through performance based assessments and the ISSN Graduation Performance System. Traditionally viewed "core content" will not compete with the global focus; growing students to meet global competencies will not be an "add on", or an aside to a core curriculum. The global focus will be the vehicle for mastering core content knowledge by exploring and investigating real world topics and problems through the humanities, math, science, arts, electives, and expanded learning opportunities. The spiraling curriculum will be intellectually engaging (ramp up efforts will coexist alongside acceleration efforts) and cultivate the flexible thinking skills and solutions oriented mindsets necessary to become articulate on a global scale.

We recognize that the needs of the students in our target population often require academic interventions; however, we will not be focused just on "seat time". Ramp up strategies and acceleration will happen simultaneously so that our students acquire the knowledge and skills to be on par with their grade level peers. Students will be assessed diagnostically to determine their strengths and weaknesses in reading, writing and math so that interventions can be provided in a timely manner and a progress-monitoring plan put into place.

¹³ *College Readiness Meets Global Competence: Asia Society's International Studies Schools.* Rep. Nellie Mae Education Foundation, n.d. Web. Feb. 2014.

¹⁴ United States. Department of Education. *Succeeding Globally Through International Education and Engagement.* N.p., Nov. 2012. Web. Dec. 2012.

Upper and lower school students will have an advisory course, an independent period, blended learning foreign language courses, and a “Life Lab” course, specifically created for AGS. Life Lab will alternate with the advisory period and will be dedicated to what has traditionally been referred to as “soft skills”. Life Lab activities will shift at each grade level to address habits of mind and needs appropriate to each grade level. Academy of Global Studies intends to utilize the work and research of Carol Dweck and the Mindset Works Network to create instructional units for the Life Lab course.¹⁵ Additionally, upper school students will co-teach Life Lab to lower school students as AGS grows.

Academy of Global Studies will follow the Board of Regents requirement that all LEA agencies provide its students a guaranteed and viable comprehensive program of study that meets the Common Core State Standards (CCSS) and also will align to specialized mission related courses with CCSS and applicable national standards. Curricula documents will be aligned vertically and horizontally from grades 6-12 (Title G-13.1.A). The lower school curricula will meet the Basic Education Plan program of study requirement that grades 5-8 focus on integrating content-based coursework and content based literacy and numeracy development; grades 9-12 will offer course sequences that ensure all students have access to content necessary to become proficient, integrate career and technical education pathways, and provide project based, work-based, and/or dual enrollment learning opportunities (Title G-13.1.3 (b)).

Academy of Global Studies will work with its Asia Society ISSN coach to create curriculum units that align with not only CCSS and RIDE Basic Education Program (BEP) graduation requirements, but are also developed according to the ISSN SAGE framework:

Student Choice-students have a say in what they learn, how they learn, and how they demonstrate that learning

Authentic tasks- students are engaged in investigations and activities that adults would perform or study in the real world

Global significance- students study topics and issues of global significance and gain deep knowledge about cultures and countries besides their own

Exhibition to a real-world audience- student work is shared with an audience of adults that have relevant expertise to the task or topic, either in person or online.¹⁶

¹⁵ "MINDSET." *MindSet: A Book Written by Carol Dweck. Teaching a Growth Mindset Creates Motivation and Productivity in the Worlds of Business, Education, and Sports*. N.p., n.d. Web. Dec. 2013.

¹⁶ Wiley, Brandon L. "Leading for Global Competence: A Schoolwide Approach." *Leading the New Literacies*. Bloomington: Solution Tree, 2014. 123-60. Print.

The resources to integrate global content include, but are not limited to, Plan, USA educational tool kits, World Savvy Educational Resource Community and World Savvy Monitor, Primary Source, Axis of Hope Conflict Resolution Case Studies, Providence College Global Studies Department, University of RI Center for Non-Violence and Peace Studies, The World Café Took Kits, Roger Williams University Spiegel Center for Global and International Programs, The Choices Program at Brown University, and the Pell Center for Public Relations and Public Policy at Salve Regina University. Academy of Global Studies intends to pursue articulation agreements with local colleges for some courses and global studies specific courses.

Coursework at AGS will be integrated to the furthest extent possible. For example, lower school students will take humanities courses that integrate English Language Arts and Social Studies; STEM courses will integrate science, technology and mathematics. As students progress to the upper school, courses to meet RIDE graduation requirements will be included, but with a guaranteed and viable curriculum that is flexible enough to incorporate a global focus. Lower school and upper school core content (ELA, Math, Science, History, Arts, and Electives) will embed the four domains of global competency framework to measure student learning and readiness for an active role in the global arena. The four domains are:

- investigate the world
- recognize multiple perspectives
- communicate effectively
- take action to contribute to the local and global community.¹⁷

In keeping with the mission of AGS, rigorous and relevant learning progressions and performance tasks will be developed in all courses that challenge students to grow and demonstrate competency in these domains.

LOWER SCHOOL: Grades 6-8

SUBJECT	GRADE 6	GRADE 7	GRADE 8
Humanities- ELA	ELA I	ELA II	ELA III
Humanities- Social Studies	Integrated SS	Integrated SS	Integrated SS
STEM- Mathematics	Math I	Math II	Math III/Pre-Algebra/Algebra I
STEM- Science	Science I	Science II	Science III

¹⁷ Boix Mansilla, Veronica, and Anthony Jackson. *Educating for Global Competence: Preparing Our Youth to Engage the World*. Rep. Council of Chief State School Officers' EdSteps Initiative & Asia Society Partnership for Global Learning, 2011. Web. Apr. 2013.

World Language	World Language Mini (introduction to Mandarin, Arabic, Spanish and an additional world language) and Academic Spanish for native speakers	World Language concentration And Academic Spanish for native speakers	World Language concentration And Academic Spanish for native speakers
ELECTIVES	Arts courses TBD Computer/Media Literacy courses TBD Other electives related to global studies TBD	Arts courses TBD Computer/Media Literacy courses TBD Other electives related to global studies TBD	Arts courses TBD Computer/Media Literacy courses TBD Other electives related to global studies TBD
Physical Ed. & Health	Physical Ed/Health	Physical Ed/Health	Physical Ed/Health
Global Studies	Stand Alone courses TBD	Stand Alone courses TBD	Transitions
Interventions and Supports	To be determined and implemented as needed	To be determined and implemented as needed	To be determined and implemented as needed
Advisory/Life Lab	x	x	x
Independent Learning Time	x	x	x

UPPER SCHOOL: Grades 9-12

Subject	Grade 9	Grade 10	Grade 11	Grade 12
English	English I	English II	English III Or AP English Language	English IV Or AP English Literature
Math	Algebra I Or Geometry	Geometry Or Algebra II	Algebra II Or Pre-Calculus	Pre-Calculus Or AP Calculus
Science	Biology	Chemistry	Physics	AP Biology Or AP Environmental Science
Social Studies	History I	History II	History II	AP Government/AP History
World Language	Continuation of world language started in lower school and/or addition of a second world language	Continuation of world language started in lower school and/or addition of a second world language	Continuation of world language started in lower school and/or addition of a second world language	Continuation of world language started in lower school and/or addition of a second world language
Physical Ed. & Health	Physical Ed/Health	Physical Ed/ Health	Physical Ed/ Health	Physical Ed/ Health
	Arts courses TBD	Arts courses TBD	Arts courses TBD	Arts course TBD

Electives	Computer/Media Literacy courses TBD Other electives related to global studies TBD	Computer/Media Literacy courses TBD Other electives related to global studies TBD	Computer/Media Literacy courses TBD Other electives related to global studies TBD	Computer/Media Literacy courses TBD Other electives related to global studies TBD
Global Studies	Stand Alone courses TBD	Stand Alone courses TBD Passports I	Stand Alone courses TBD Passports II	Passports III and Senior Seminar
Interventions and Supports	To be determined and implemented as needed	To be determined and implemented as needed	To be determined and implemented as needed	To be determined and implemented as needed
Advisory/Life Lab	x	x	x	Senior Seminar replaces Life Lab
Independent Study Lab	x	x	x	x

POTENTIAL STAND ALONE GLOBAL STUDIES COURSES:

World Religion and Comparative Governments
 World Geography
 Human Rights and Democracy
 Conflict Resolution and Peace and Justice Studies
 International Business and Economics
 Cross Cultural Communication
 Civics and Society
 Indigenous Voices and Perspectives

Passports (upper school; required pathway to graduation)

International Passport courses are the vehicle for the self-directed learning portion in the upper school. Students develop proposals for specific individualized learning projects in collaboration with faculty advisors and community mentors. Project topics evolve from the student's personal interests, experience, and emerging awareness of global issues studied at AGS. Three Passport stamps are required for an AGS diploma:

Passport Stamp 1: 10-15 page research paper (MLA or APA) based on an global issue of interest and/or significance to the local community

Passport Stamp 2: Advocacy project to benefit the school and/or community, creation of an interactive instructional unit for lower school and/or community, cultural exchange project, I-Earn, Global Nomads, Flat Classroom, or comparable web 2.0 collaborative student exchange project

Passport Stamp 3: Internship at an approved organization with a global focus, study abroad semester, additional research paper with an applied advocacy or awareness component, completion of a Massive Open Online Courses (MOOC) course approved by Academy of Global Studies (student must achieve a digital badge or certificate completion for the course)

Transitions (grade 8, second semester)

Utilizing a seminar approach, students will practice critical reasoning and communication skills to express their positions on issues clearly and persuasively, as well as share experiences and observations from their coursework, program activities, and personal growth during their time at AGS. The major activities of this mini course includes interviews, reflection journals, review and modifications to Individual Learning Plan, selection of competency work for their lower school portfolio, long range goal setting for high school and beyond, action plans for summer learning, identification areas for growth and creation of action plans, and identification and celebration of academic, civic, and social progression and achievement. Transition students will also develop two-group presentation for AGS. One will be used for community relations, recruitment and marketing, and family events. The second will be used to usher in the new grade six classes at AGS during August transition programs.

Senior Seminar (grade 12)

Utilizing a seminar approach, students will practice their critical reasoning and communication skills to express their positions on issues clearly and persuasively, as well as share experiences and observations from their coursework, program activities, and personal growth during their time at AGS. The major activities this course includes interviews, reflection journals, review and final report on Individual Learning Plan, a selection of competency work to add to portfolio, preparation of a resume and college application essay, practice job and college interviews, and completion of an exit interviews. Senior seminar students will also create two group presentations for AGS. One will be used in the community for outreach, recruitment, and stakeholder/partnership and board meetings and events. The second will be used with grade 8 students during their Transition course.

IV(c). Learning Environment and Pedagogy

Class sizes at Academy of Global Studies will be approximately 20 students per teacher; some classes will be co-taught (at times) with an inclusion teacher, member from a community partner organization/university, specialists/experts on particular topic of study, or another content area faculty at AGS.

Class structure will be flexible, allowing for different formats of instruction and learning to take place as fits the intended outcome desired. Academy of Global Studies faculty will have the freedom to choose the layout, space, and delivery method that work best for a particular unit of study or individual lesson. Learning may happen in a traditional classroom setting, onsite at community partner organizations/universities, in open lab learning spaces, (similar to college study groups), or at local libraries and/or other community spaces that fit a particular need of a unit or lesson.

The professional development plan includes training all teachers in *The Fundamental Five: The Formula for Quality Instruction*. Instructional strategies in the Fundamental Five method are implemented within the context of the workshop model and include:¹⁸

1. Frame the lesson
2. Work in the power zone
3. FSGPT: Frequent, Small Group, Purposeful Talk
4. Recognize and Reinforce
5. Write Critically

Additional school wide instructional practices (for which AGS will include in the professional development plan), include Marzano's (Nine) High-Yield Instructional Strategies:¹⁹

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback

Students will routinely switch between independent learning, whole class, small group, and partners, and actively play different roles in their learning such as leader, facilitator, presenter, researcher, visual communicator, media director, and/or project director/designer, to name a few. Students will be actively engaged in their learning; sitting back and allowing another student or adult to be in charge of one's learning will not be an option. Instruction will lead students to think and act like a mathematician, scientist, humanitarian, historian, and a global leader. AGS teachers will be trained to implement an interdisciplinary, project based approach, with curriculum modules that can last anywhere from one to multiple weeks.

IV(d). Specific Populations

All students accepted to AGS will be required to take a baseline diagnostic assessment in reading, writing, and math during the summer before the academic school year begins. Results of the baseline assessments will be used to start their Individualized Learning Plan, along with student interest, attitude, and learning style surveys. Summer baseline assessments will also be used to determine the need for students to attend summer institutes, if the results show that they are behind grade level in reading and/or math. Additionally, baseline data and achievement data from summer institutes will inform faculty of the need for differentiated instruction, creation of targeted intervention, or the decision to implement formalized intervention programs/classes that will ramp up and accelerate.

¹⁸ Cain, Sean, and Mike Laird. *The Fundamental 5: The Formula for Quality Instruction*. S.l.: S.n., 2011. Print.

¹⁹ Marzano, Robert J. *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*. S.l.: Hawker Brownlow Educ, 2004. Print.

Students' Individual Learning Plans will be updated and monitored by students, teachers, and parents no less than four times per year. Before and after school opportunities for extra time on task and support will also be available. Academy of Global Studies will establish a Response To Intervention (RTI) team to capture struggling students within the first semester of school. Students referred to RTI will be classified according to three tier levels and all attempts at intervening will be documented, monitored, and revisited for modification. Teachers will refer struggling students to the RTI team based on attendance/tardy issues, academic progress on performance benchmarks, or social/emotional concerns. The RTI team will collaborate with the Instructional Leadership Team to determine the most effective way to intervene, within and outside of the regular classroom instructional time.

2. For students learning English:

English Language Learners (ELL) students will be identified upon receiving student records from the sending school. ELL students will be given full access to core and global studies curricula, with extra instruction in English Language acquisition as needed based on their ACCESS profile, and required by the RI Board of Regents regulations governing the education of English Language Learners. If there is a further need to identify if a student has limited English proficiency, we will follow RIDE's procedure for identifying English Language Learners in accordance with the Title 16 laws and provide instructional support as defined in Title G-13.1.3 (c) in the Basic Education Plan.

ELL students will be provided in class support through the push in services of an ELL Specialist who will collaborate with the classroom teacher to plan instruction, as well as teachers certified to teach L.E.P. content classes as the school grows.

The ACCESS assessment will be administered annually and will become a part of ELL students' Personal Learning Plan. The school will follow RIDE's State-Defined Required English Language Instructional Program Exit Criteria.

All teachers will receive training in the World-Class Instruction Design & Assessment (WIDA) standards and "Can Do Descriptors" to differentiate and modify instruction, as well as the Sheltered Instruction Observation Protocol (SIOP) model of effective instruction for ELLs across content areas. The professional development plan will grow to include training on research-based instructional methods and assessment practices for ELLs and ELLs with disabilities, second-language acquisition, culturally responsive education practices, family and community involvement strategies, and language minority issues in education. Additionally, our membership in the ISSN provides us with consultants/coaches and best practices from across that network, to identify additional resources for English as a Second Language programs that blend and supplement the teaching and learning within integrated core and global studies curriculum.

Communication to parents and families will be translated to the extent possible, and school meetings and events will utilize translation devices when possible as well. Parentlink will also be sent in the languages of our families.

See section V(d) for personnel structures for years one through 5.

3. For students with disabilities:

Special education students will be identified during the registration process and verified upon receiving student records and Individual Education Plans (IEP) from the sending schools. Special education students will be given full access to core and global studies curricula through the inclusion model, with extra support services as indicated in their IEP and defined in Title G-13.1.3 (c) in the Basic Education Plan. Implementation and adherence to a student's IEP will be reviewed and monitored by the certified special education teacher, and as AGS grows and student population needs dictate, a special education supervisor may be brought on board. Third party services will be determined on an as needed basis and the referral process for outside agency support will adhere to all Individual with Disabilities Education Act (IDEA) requirements and protocols. The inclusion teacher will participate in all common planning time with the rest of the AGS faculty; they will function as co-teachers, not as an assistant.

Faculty and staff can initiate the process of identifying students potentially in need of special education services through the RTI process at the school. The RTI team will include classroom teachers, the nurse, social worker, the special education and ELL teachers, an ILT member, and leadership staff. The professional development plan at AGS will grow to include training on research-based instructional methods and assessment practices for special education students, ELLs with disabilities, and family and community involvement strategies. Additionally, our membership in the ISSN provides us with consultants/coaches, and best practices from across that network to identify additional resources special needs students that blend and supplement the teaching and learning with an integrated core and global studies curriculum.

See section V(d) for personnel structures for years one through 5.

4. For gifted or advanced students:

The mission, guiding principles, performance based learning progressions, and the ISSN Graduation Performance System at AGS all combine to create a learning culture that does not create any pockets of exclusion for any type of learners; these elements enhance and elevate the educational environment for all. While AGS will not formally identify and classify students as gifted, the curriculum and learning progressions allow all students to create investigations, inquiry projects, conduct research, and participate in expanded learning opportunities that address interest and skill level. In a performance based system, all students will progress according to the content and grade level performance outcomes and rubrics built into the curriculum; some students may progress at different speeds than others, but students will always be striving to meet the ISSN Global Leadership Performance Outcomes adopted by AGS, by grade 12.

IV(e). Assessment System

Brandon Wiley, Executive Director of the ISSN at the Asia Society emphasizes that although schools are held accountable to prepare students to pass local or national standardized assessments, it is critically important not to lose sight of the urgency to teach our youth *how to*

learn. In the current century, that means learning how to access, analyze, synthesize, and communicate with many different kinds of people across many different circumstances. Wiley muses, “When reflecting on this shift, I’m reminded of the question, Are we preparing students for a *lifetime of tests* or for the *tests of life*? The answer is both, but with a greater emphasis on the latter”.²⁰

Staying true to our mission, the assessment system at Academy of Global Studies will blend performance based assessments within the framework of the four domains of global competency (investigate the world, recognize multiple perspectives, communicate effectively, take action to contribute to the local and global community), alongside state required standardized assessments, such as PARCC and ACCESS. The lens of assessment will always be to inform instruction, and inform the students and parents, of where one stands in relation to competency in the four domains, (as evidenced through coursework in ELA, math, science, social studies/history, foreign language, arts, and media literacy).

In the upper school, AGS will mirror the college environment by instituting course level mid-term and final exams so our students are prepared with habits of study and perseverance required to be successful on comprehensive exams.

Diagnostic assessments in reading, writing and math will be given to all students upon acceptance to AGS; the results of those assessments will determine their placement in summer institute courses prior to the opening of school in August. The same diagnostic assessments will be administered throughout the school year, at every grade level, and will become part of each student’s Academic Profile. A final decision about which diagnostic assessments will be utilized is to be determined, but some viable options are Scholastic Reading Inventory, STAR Reading and Math, Edmentum, and Achieve 3000.

Academic Profiles will not only consist of standardized or computerized assessment data points. Teachers at AGS will consistently utilize varying types of formative assessments to get an accurate picture of student conceptual knowledge and application of skills. The Academic Profile of a student will include their history of achievement on formative and summative course assessments as well. Data collected and housed in a student’s Academic Profile will be used for RTI referral, during student led conferences with parents, and one-on-one conferences with the student’s advisory teacher. Students will routinely utilize the contents of their Academic Profile when revisiting and modifying their Individual Learning Plans.

A comprehensive data report, based on diagnostic and progress monitoring assessments, course summative assessments, competency based performance tasks, attendance data, and achievement progress resulting from interventions, will be presented to the board, stakeholders, and parents annually.

²⁰ Wiley, Brandon L. "Leading for Global Competence: A Schoolwide Approach." *Leading the New Literacies*. Bloomington: Solution Tree, 2014. 123-60. Print.

Assessment Type	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Diagnostic & progress monitoring Reading	x	x	x	x	x	x	x
Diagnostic & progress monitoring Reading	x	x	x	x	x	x	x
In course formative and common summative	x	x	x	x	x	x	x
Competency based performance tasks	x	x	x	x	x	x	x
State required standardized	x	x	x	x	x	x	x
ACCESS for ELLs	As needed	As needed	As needed	As needed	As needed	As needed	As needed
Comprehensive Mid term				x	x	x	x
Comprehensive End of course				x	x	x	x
PSAT					x		
SAT						x	x

IV(f). Promotion and Graduation Policy

In the lower school, students at AGS must demonstrate proficiency on CCSS aligned performance outcomes, within the framework of the four domains of global competency, in each of the following content areas: English Language Arts, Social Studies, Math, Science, Arts, Foreign Language, Physical Education, and Media Literacy. Students will have many opportunities to demonstrate proficiency on these performance tasks throughout a given school year- they will not be limited to one, on demand attempt. Students that do not meet proficiency in one or more content areas by the close of the academic year will meet with their advisory teacher, parent, an RTI member, and a member of the administration to develop a summer learning plan. If the student does not meet proficiency in the summer, s/he will simultaneously proceed to the next level content course while working on outstanding performance outcomes during additional school hours. If a student declines, or neglects to participate in his/her summer learning plan, said student may be subject to repeating the particular course for which competency was not demonstrated, which could potentially put that student off track with their cohort to transition to high school. In this circumstance, a formal academic advancement plan

will be developed in collaboration with the student's teachers, advisor, guidance counselor (8th grade only), RTI team member, parent, and principal.

Academy of Global Studies will have a transition ceremony for students leaving the lower school and entering grade 9.

In the upper school, students will progress from one grade level to the next according to credits earned in RIDE required core courses:

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ELA	Grade 9 ELA	Grade 10 ELA	Grade 11 ELA	Grade 12 ELA
SCIENCE	Biology	Chemistry	Physics	
MATH	Algebra 1/Geometry	Geometry/Algebra II	Algebra 11/Pre-Calculus	Pre-Calculus/Advanced Math/Calculus
HISTORY	History I	History II	History III	
PE/Health	PE/Health	PE/Health	PE/Health	PE/Health

Academy of Global Studies envisions accelerated student achievement through intrinsic motivation fueled by the culture and mission of the school. Upper school students on track for graduation will have the opportunity to split their school day between taking AGS courses in the morning and internships/ELOs and/or dual enrollment courses in the afternoon.

Grade 12 students will be eligible for graduation from AGS when they have met a combination of specific and RIDE Board of Regents requirements. RIDE graduation requires composite proficiency in three sources of evidence: (1) individual student results on the state assessments; (2) successful course completion; and (3) successful completion of two performance-based diploma assessments. Successful course completion must be in six core academic areas: English language arts, math, science, social studies, the arts, and technology as set forth in sections L-6-3.1, L-6-3.2 and L-6-3.3 In order to be eligible for a diploma, students must meet state and local requirements in all three areas.

Academy of Global Studies specific requirements for graduation, include all of the Board of Regents requirements plus, mission specific expectations for global leadership, as adopted from the ISSN. Many of these performance outcomes are inclusive of what RIDE already requires for meeting proficiency on state assessments. From grades 6-12, AGS students will be engaged in performance based competency tasks, which will scaffold them to meet the ISSN Global Leadership Performance Outcomes for Grade 12 (© Asia Society. All rights reserved. Limited reproduction permission and use is granted to ISSN Schools)

Parents will be kept abreast of promotion and graduation requirements, as well as school wide data, during State of the School Addresses and through the school website. The guidance counselor, grade level advisor, and student will conduct quarterly family meetings to inform parents of their student's trajectory for grade level promotion and graduation. The student will participate in these family meetings using their Individual Learning Plan to lead the conference.

IV(g). School Culture

At Academy of Global Studies, all decisions made will be a living manifestation of our mission, “To prepare students to become globally competent citizens”. Teachers, students, partners, stakeholders, and parents will consistently use this shared understanding to guide daily decisions and contribute to creating an environment that leads our students to develop the skills and mindset necessary to compete, collaborate, investigate, communicate, and adapt to a rapidly changing world. As indicated herein, all learning experiences will be viewed through the lens of the four domains of global competency: investigate the world, recognize multiple perspectives, communicate effectively, and take action to contribute to the local and global community, thereby creating a school-wide culture in alignment with the mission and beliefs.

Academy of Global Studies will be a community that works collaboratively to share ideas and best practices where everyone is focused on the success of every child in the school. Teamwork makes the dream work. This is the culture that will permeate and crosscut content areas, expanded learning opportunities, internships, after school programs, and partnership initiatives. As the school grows from its inaugural year, AGS students will themselves be ambassadors for our mission during community, stakeholder, partnership, and parent meetings.

Academy of Global Studies students will be required to wear a uniform. Boys: khaki, blue or black pants, button up shirt and a tie with dark shoes. Girl: khaki, blue or black pants or skirt (length below the knee) and a scarf optional. For formal and school wide assemblies, guest speakers and celebration days, students will wear school jackets, provided by AGS.

V. Personnel

V (a) Establishing Entity

Reaching People through Music, (RPM) is the establishing non profit entity. RPM mission is to create and provide a musical space for all voices to sing; learn basic rudiments of choral singing; and develop an appreciation of, and build a repertoire of choral music written and or arranged from an African American perspective and experience. The mission is also to provide a nurturing space that seeks to contribute to the cultivation of a musically literate society. In that process, RPM Voices of Rhode Island activities typically will foster social bonds and connections between a united prism of people of many cultures, races, religious and spiritual beliefs. RPM Voices of Rhode Island comprises a group of people who love to sing, play and perform music that is spiritually uplifting and culturally enriching. Academy of Global Studies and RPM are aligned, as they both seek to foster a connection to people throughout the world and seek to create opportunities to bring various cultures and races together by nurturing the students within Providence to become global citizens. One of the founders of AGS currently serves as the board secretary for RPM. If the charter is approved, RPM will serve as a support system for AGS and also as a collaborator for ways to accomplish each organization’s mission.

V(b) Applicant Group

The applicant group is Clarice LaVerne Thompson, PhD, the founder of RPM, Janelle Clarke-Holley, Geraldine Lallo, Katherine Greene J.D., Charles Holley, Damian Ewens, Tiffany Galvao, Nicholas Longo, PhD, and Lydia MacManus.

Clarice LaVerne Thompson, PhD is the founder and artistic director of the RPM Voices of Rhode Island. Dr. Thompson, musicologist; is a multi AUDELCO award winning composer and musical director. Her award winning musicals include, **Song of Sheba**, **Crescent Tales**, and **Ophelia's Cotillion**, books by playwright Elmo Terry-Morgan. Other Thompson musicals are: with Terry-Morgan — **Hot Comb**, **Profiles and Shadows**, and **Heart to Heart**; with playwright Lydia Diamond — **Harriet Jacobs** and with Lola Loui — **The Children's Legacy**. Her Bachelor of Arts in Music was conferred at Historically Black College, Lane College in Jackson, Tennessee. Thompson received her Master of Music in music composition and her Doctor of Arts in music history both from the University of Mississippi in Oxford, Mississippi. Dr. Thompson serves as minister of music and choir director at Bethel AME Church and gospel choir director at Beneficent Congregational Church both in Providence, Rhode Island. She has been a consultant for Providence Public School Department's music curriculum; music director on productions at the Boston Center for the Arts, Company One Theatre (Boston, MA); Central Square's, Underground Railway Theatre (Cambridge, MA); the National Black Theatre (New York, NY); Mixed Magic Theatre (Pawtucket, RI); and from 2002-2009 while an adjunct professor at Brown University, was resident Music Director at Rites and Reason Theatre (Providence, RI). She returns to Rites and Reason Theatre as music director for the 2013-2014 academic year. Dr. Thompson has toured the United States, Europe and Japan as entertainer, music director and composer.

Janelle Clarke-Holley is currently an administrator in the City of Providence. She began her career in education at Hope High School as the business teacher leader. This was fulfilling but she wanted to have a larger impact on a school community so Janelle acquired her second masters becoming an administrator serving as an assistant principal at Feinstein High School then as a principal at Providence Academy of International Studies. She worked with her faculty and staff to acquire the schools first accreditation. She began her tenure as a turnaround principal, working to change failing schools. She led two high schools simultaneously and facilitated the combining of these schools. Janelle now leads one of the largest middle schools in the district with the classification of priority and is continuing to seek improvement for the students, parents and staff in that building. She values life long learning and is currently a doctoral candidate at Northeastern University and her greatest aspiration is to inspire others to reach their best. She is the wife of Charles Holley.

Geraldine Lallo has been an educator in RI since 1995. She holds a Master of Arts in Elementary Education, a Masters of Education in Reading, a Masters of Education in Administration, and National Board Certification in Adolescent Literacy. She has taught elementary ed., middle school dance, grades 6-8 reading/literacy, grade 9 reading intervention, and grades 10-11 international studies courses. This year she will complete a three year post as the Literacy Coach at Juanita Sanchez Education Complex, in Providence RI. She was the only RI educator to win the Met Life Foundation, National Ambassadors in Education Award, largely

for her work with students in her Youth United for Global Action (YUGA) after school program, and community service projects she developed with her advisory class from 2005-2009. Ms. Lallo has been fortunate to take her passion and expertise for adolescent literacy and cultural exploration on the road over the years. She has developed and presented numerous local professional development workshops for integrating literacy and reading strategies. Additionally, she presented workshops and model literacy lessons for educators in Tiznit, Morocco, Armenia, Colombia, Cairo, Egypt, and Tunis, Tunisia. At each of her school placements she served on numerous school based and district committees as both a leader and a collaborative team member. Ms. Lallo is a consummate learner and practitioner, continually seeking opportunities to improve her craft by attending professional conferences annually, joining local leadership and learning groups, as well as online professional learning communities.

Damien Ewens is the CEO of Achievery a global platform for recognizing and verifying new and emerging skills, standards, and credentials. He holds a Master of Arts in Education (Mathematics) from Stanford University and taught in grades 6-12th in some of the most innovative schools in the country. After teaching, he worked closely with the founders of Big Picture Learning, an international system of schools based on personalization and real world learning, where he supported overall strategic initiatives. Prior to Achievery, he led the development of one of the first credit-bearing afterschool systems in the country as the founding Director of the Hub, the high school initiative of the Providence After School Alliance. Damian lives in Rhode Island with his wife, Stephanie Alvarez Ewens, and their two daughters.

Tiffany Galvao is a Manager of Financial Planning and Analysis at CVS Caremark responsible for the financial oversight of over \$4B of annual expenses associated with Human Resources (including Employee Benefits) and Retail Occupancy costs of over 7,500 stores and 200,000 employees. By leveraging her previous experience with International Finance at Schneider Electric, she also supports Onofre (CVS Caremark's first international acquisition) from a financial perspective. As a graduate of Brown University who attended Classical High School (Providence, RI), Tiffany understands the value of exceptional public education.

Nicholas V. Longo, PhD, is chair of Global Studies and associate professor of Public and Community Service Studies at Providence College. From 2006-2008, he served as the director of the Harry T. Wilks Leadership Institute, an endowed civic leadership center at Miami University in Ohio. He also served as a program officer at the Charles F. Kettering Foundation in the area of civic education, and from 2002-2004 he directed Campus Compact's national youth civic engagement initiative, Raise Your Voice. Nick is author of a number of books, articles, and reports on issues of youth civic engagement, community-based leadership, global citizenship, and service-learning. His publications include: *Why Community Matters: Connecting Education with Civic Life* (SUNY Press), a co-edited volume (with Cynthia Gibson) *From Command to Community: A New Approach to Leadership Education in Colleges and Universities* (Tufts University Press), and a co-edited volume (with Edward Zlotkowski and James Williams) *Students as Colleagues: Expanding the Circle of Service-Learning Leadership* (Campus Compact). He holds a Masters in Public Affairs from the Humphrey Institute and a Ph.D. in education from the University of Minnesota.

Katherine Greene, J.D. has served in leadership and support roles for numerous international education programs for over twenty years. She enjoys developing and implementing programs that bring diverse individuals together to learn about each other and solve problems. Her background includes degrees in Cross-Cultural Psychology and in Law, where she focused on international and comparative law. She has also conducted significant graduate work in intercultural management focusing in multicultural group process and organization development, social change, and intercultural communication. She was part of the team that drafted the Rhode Island Grade Span Expectations in Social Studies, and has been active in K-20 international and civic education curriculum development, teacher training, and program management. At Roger Williams University, she collaborates with faculty to design, develop and implement international programs. She has written and administered numerous government and foundation grants, and for the last seven years has served as a Program Director for the U.S. State Department Middle East Partnership Initiative Student Leaders program, running the RWU Civic Engagement Leadership Institute for university student leaders from across the Middle East and North Africa. Kate is a past board member of the World Affairs Council of Rhode Island and the Rhode Island Council for the Humanities.

Charles Holley is the Controller of Dudley Street Neighborhood Initiative (DSNI) whose primary functions is to strengthen the financial, accounting and reporting systems that support the neighborhood revitalization work. As a parent of two children, one in elementary and one preparing to enter high school, the idea of quality education is a top priority. Working to improve the community through education and revitalization is something that not only excites him but also motivates him to strive to contribute. He provided support and guidance for the budget and finance section. Charles is the husband of Janelle Clarke-Holley.

Lydia MacManus has been the Director of a 21st Century Community Learning Center for the past ten years. She holds a Bachelor of Education degree in Elementary Education and Psychology and a Master's Degree in School Psychology. Prior to the Directorship of this federal grant she has worked as a 6th grade teacher, a school psychologist grades K - 12, a school reform coach, an adjustment counselor and a conflict resolution specialist. These positions were in Massachusetts and Rhode Island. She has provided professional development for teachers in behavior management and conflict resolution. She has trained student mediation teams in elementary, middle and high schools. She's particularly interested in the focus on social-emotional competency at the AGS addressed by the Advisory courses and Life Lab. Lydia has been married to an attorney in Seekonk, MA where they live. They have two grown daughters, one an education coordinator at the Wellfleet Bay Wildlife Sanctuary on Cape Cod. The other is completing her second year of law school at the University of Oregon.

V (c). Board Development and Duties

The original Board was selected based on their experience and expertise in various areas: education, finance, higher education, technology, mental health and global studies. The inaugural Board will serve an extended term of three to four years in order to maintain a level of consistency and institutional memory. They have agreed to comply with all applicable laws and regulations.

The Board will establish a recruitment strategy that encourages the appointment of new members for areas of expertise that are needed. Future Board members will be invited to attend a Board meeting, tour the school, and meet with the Executive Director who will share the most recent strengths, weaknesses, opportunities, and threats that the school is facing. If the potential candidate agrees to serve, then s/he will serve a probationary quarter and then becoming a full voting member.

<i>Chair</i> - The inaugural chair will serve for 4 years; after that each term will be for 2 years and end on odd years. Chair is responsible for ensuring that all regulations and policies are being followed for the board.	<i>Vacant until first board meeting</i>
<i>Secretary</i> – The inaugural secretary will serve for three years; after that each term will be for 2 years and end on even years. Secretary is responsible for publically posting the agenda of the upcoming meetings, working with the chair to create agendas, capturing meeting minutes, and sending to Board for approval prior to public posting.	<i>Vacant until first board meeting</i>
<i>Filing Coordinator</i> – Is required to support the responsibilities of the Open Meetings Law; the inaugural filing coordinator will serve for three years; after that each term will be for two-year term and end on odd years.	<i>Vacant until first board meeting</i>
<i>Faculty representative</i> – Will serve a two-year term. They faculty representative must be currently employed at AGS.	<i>Vacant until faculty is hired</i>
<i>Parent representative</i> – Will serve a two-year term. Their child must be currently enrolled at AGS.	<i>Vacant until students are selected</i>
<i>Community/partner representative</i> – Will serve a two-year term.	<i>Vacant until first board meeting</i>

The Board is responsible for ensuring the financial wellbeing of the school, for establishing policies and practices that are in compliance with statutory requirements, and for providing sufficient oversight to ensure that policies are followed. The Board will have a finance subcommittee charged with conducting general oversight of fiscal operations, development of annual budget, and establishment of policies and procedures to meet auditing requirements. The finance sub committee will also seek to keep the school solvent, with reserves established as deemed appropriate and in line with RIDE requirements. This subcommittee will meet quarterly outside of regular Board meeting.

Board will have full autonomy for hiring and establishing the criteria, inclusive of certification, necessary for the various school leader and management positions. They will also create a rigorous selection and interview process to select the school leaders and be responsible for evaluating the school leadership. Leadership goals will be established regarding implementation of the Interstate School Leaders Licensure Consortium (ISLLC) standards and creation of an

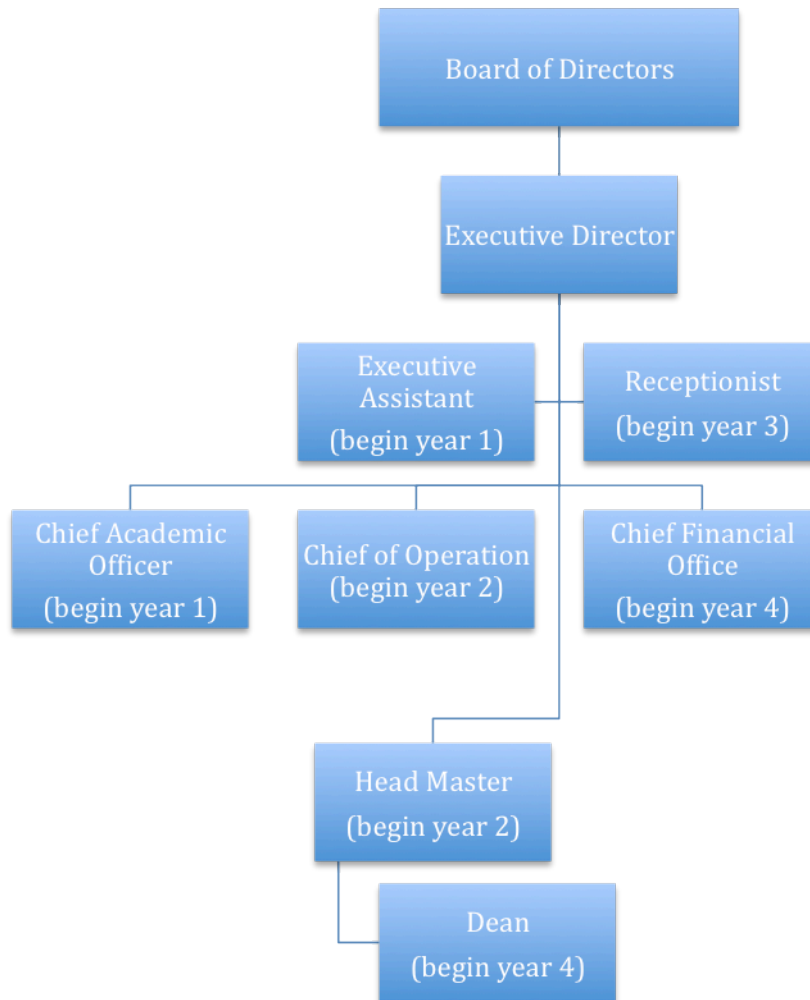
educational environment conducive to learning. Progress monitoring of these goals will occur at different points during the year. In the case of an abrupt exit of a school leader, the Board will identify an interim leader and then begin the established protocol for filling the vacancy, as well as inform all stakeholders and the Charter School Office at RIDE. If a school leader is in violation of the laws and regulations for their role, they will be placed on paid administrative leave while an investigation ensues. If s/he is found to be guilty of the violation s/he will be immediately terminate from the school.

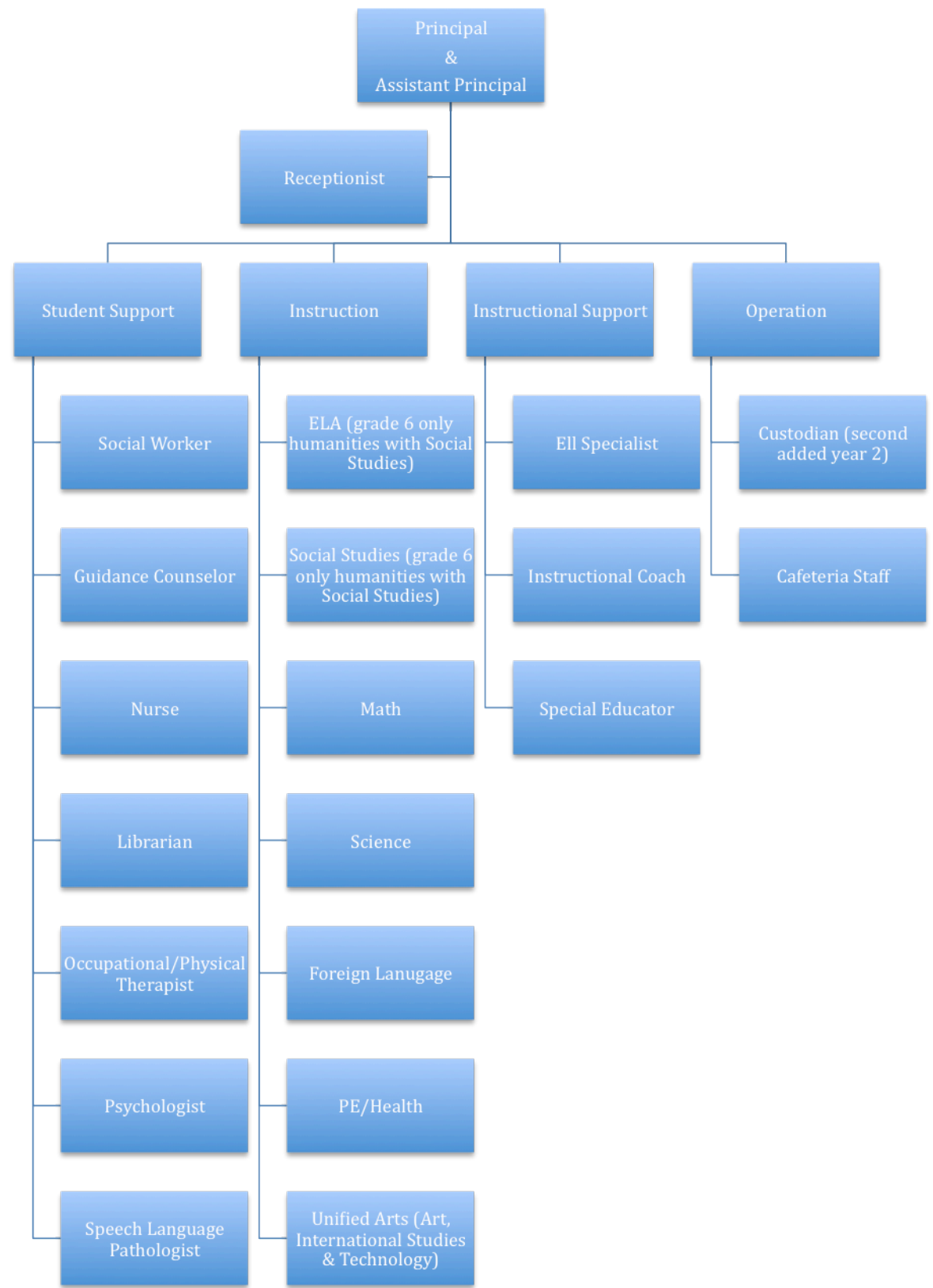
The Board members will be required to know and support the mission of AGS and ensure the school's mission is fulfilled and that the charter is renewed annually. Annual goals will be set by the Board, for the implementation of the school's mission, monitoring plan for student learning, and continuous improvement with a quarterly tracking system.

For the draft copy of the AGS Board of Director Bylaws see Appendix 3.

V (d). Personnel Structures

**School Management Organizational
Chart**



Instructional and Instructional Support

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/Headmaster	0	1	1	1	1
Assistant Principal/Dean	0	0	0	1	1
Administrative Assistant	1	1	2	2	2
Executive Director/Superintendent	1	1	1	1	1
CAO	1	1	1	1	1
COO (including financial)	0	1	1	1	1
CFO	0	0	0	1	1
Social Worker	0	0	1	1	1
Special Education Administrator	0	0	0	1	1
ELL Specialist	0	1	1	1	1
Instructional Coach	0	1	1	1	1
Teachers					
6th grade	2	2	2	2	2
ELA (7-12)	0	1	2	3	4
Math (7-12)	0	1	2	3	4
Science (7-12)	0	1	2	3	4
Social Studies (7-12)	0	1	2	3	4
Foreign Language	0.5	1	1	2	2
International/global	0.5	1	1	2	2
PE/Health	1	1	1	2	2
Art (Visual, Performing, Music, Dance)	0.5	1	1	2	2
Special Education	1	1	1	2	2
Technology	1	1	1	2	2
Paraprofessionals	1	1	1	2	2
Pupil Support					
Nurse	1	1	1	1	1
Library Media	0	1	1	1	1
Guidance	0	0	1	1	1
Contracted Services (on a need basis)					
Physical Therapist					
Occupational Therapist					
Psychologist					
Speech and Language Therapist					

V(e). Leadership

Job descriptions for school faculty and staff are available in the appendix: Executive Director, Principal/Headmaster, Assistant Principal/Dean, Chief of Academics, Chief of Operations, Chief Financial Officer, and the Instructional Coach. The Executive Director will be responsible for the evaluations of all school leadership and the evaluations will be assessed based on the Interstate School Leaders Licensure Consortium (ISLLC) standards.

Recruitment for these various positions will be done through the use of on-line services, i.e. School Spring, and by advertising in various media sources.

V(f). Teachers

Teacher quality is integral to the success of Academy of Global Studies. AGS is focused on recruiting teachers that are passionate, dedicated, and believe in the mission of the school. Teachers applying to the Academy of Global Studies will be required to complete an online application, including a cover letter and a statement of teaching philosophy. An interview subcommittee will be created under the guidance of the Board: inaugural teachers will be required to teach a demonstration lesson to the interview subcommittee. Finalists will be required to complete a final interview with the Executive Director. After the inaugural year, teachers interested in joining the AGS community will go through a rigorous process: Round 1- written materials will be reviewed and eligible candidates will be invited to move forward; Round 2- school visit, guided tour and demonstration lesson in a live classroom; Round 3- first formal interview will be with subcommittee, current faculty, staff, parents, students and administration; Round 4 – the Executive Director and Board will interview the three finalists.

Teacher contracts will be two-year term; teachers are required to be certified in the position that they are applying for, no emergency certifications will be requested on behalf of the educators at AGS. Academy of Global Studies will provide teachers with an environment where everyone's success is important for the school's success. Teachers will be encouraged to serve on the Board of Directors and will receive professional development that is geared towards their professional success and growth, as well as the academic achievement and mission related goals. Our faculty and staff will begin each academic year with an off site retreat to reflect, reconnect, and reengage in this critical work. Academy of Global Studies believes in celebrating success and this belief will be embedded into the culture of the school through celebrations for faculty and staff when milestones, goals and various achievements are accomplished. The establishing entity realizes the high expectations of the faculty and staff within AGS and will implement appreciation strategies to encourage teacher retention.

Academy of Global Studies will utilize the state approved evaluation system. Teachers will be evaluated annually by the school administrators and will work with their evaluators to identify an area for growth and an action plan. Evaluations are a way for teachers to identify their success and set growth goals, just as we expect of our students within their Individual Learning Plans.

Teachers are required to work a minimum of 40 hours a week, however, they must recognize that additional hours to plan, review students growth, and work on school wide initiatives are expected as well. They will be fully engaged in the school community during the 40 hours of time in the classroom, during breakfast and lunch duty, leading an advisory class, common planning time, during study times, morning meetings, and at arrival and dismissal. Teachers will have the opportunity to share best practices and work collaboratively with their peers during common planning time and professional development.

Since the mission of Academy of Global Studies is to prepare students for the global society that they will enter, it is critical that teachers will also possess the knowledge required to serve students' global learning. Academy of Global Studies has adopted the ISSN Teacher Profile and will incorporate these attributes in recruitment and hiring efforts. An AGS teacher will:²¹

- Have a deep understanding of their individual content and connect their content area to authentic global issues and perspectives.
- Understand and stay up-to-date on current world events, international issues, and global debates and help students gain understanding of these through daily interactions.
- Present balanced viewpoints on global issues and assist students in viewing issues from multiple perspectives.
- Have the capacity to integrate international content, issues and perspectives into a standards-based curriculum.
- Understand complex problems, collect, analyze and synthesize information from a range of sources, tolerate ambiguity and uncertainty, and produce potentially viable solutions.
- Understand that decisions made locally and nationally have international impact and that international trends and events affect local and national options.
- Are able and / or willing to learn to communicate in one or more languages other than English.
- Recognize, value, and respect the broad spectrum of ethnicities and cultures in the school community and teach students to collaborate effectively with individuals from different backgrounds.
- Demonstrate proficiency in and model the essential skills of reading, writing, comprehending, listening, speaking and viewing of media necessary for student learning in their content area.

²¹ Wiley, Brandon L. "Leading for Global Competence: A Schoolwide Approach." *Leading the New Literacies*. Bloomington: Solution Tree, 2014. 123-60. Print.

- Develop and present information in an articulate and persuasive manner, orally, in writing, and through digital media.
- Use problem solving skills to recognize and act on the needs of individual students, colleagues, and the school community.
- Are familiar with contemporary and classic cultures, associated music, art, literature and trends, and seek to integrate these in relevant ways into the curriculum.
- Understand and use the arts from their own and other cultures to assist students in analyzing, synthesizing, and expressing the students' ideas.
- Ask reflective questions about their practice and continue to be intellectually curious and demonstrate the habits of mind that lead to life long learning about their craft, their students and their content.
- Utilize new strategies to reach every student, and find resources to maximize student learning.
- Use an inquiry-based model of teaching that enables students to actively manipulate ideas in order to construct knowledge, solve problems, and develop their own understanding of the content.
- Use instructional strategies to draw upon the diverse cultural assets within their students, families, and communities.
- Use multiple forms of assessment and instructional strategies to evaluate ongoing student learning, monitor and accelerate student progress to higher levels of performance, and motivate students to manage their own achievement.
- Create opportunities for students to analyze and reflect on their own learning and provide feedback about their learning experiences.
- Are committed to behaving ethically toward students and other members of the school community.

V (g). Management Organizations and other Essential Partners

Not applicable

V (h). Family-School Partnership

The bylaws for the Board of Directors, requires a parent position to ensure that parental voice is captured. Parent involvement is critical for student success at AGS and Joyce Epstein's parental involvement model will be used at AGS. The six types of involvement are: parenting,

communicating, volunteering, learning at home, decision making and collaborating with the community.²² Parents and guardians will be welcomed into the school community and will be expected to attend school events to support their children and the school in accomplishing the mission. Teachers will be expected to maintain communication with parents regularly, sharing student growth and success. Administration will identify a location for a Parent Zone where they can come in to volunteer, access services and receive supports. Monthly communication and newsletters will be provided to families to keep them up to date regarding school events, accomplishments, and ways to help their child. Annually, a parent satisfaction survey will be distributed to families in English and Spanish giving them the opportunity to share their concerns, suggestions and satisfaction with the school. These results will be reviewed by the Board of Directors to help revise the strategic plan. In addition, a comment box will be located in the main office as well as on the school website for electronic use.

VI. Schedule & Calendar

The academic calendar will resemble the Providence School District Academic Calendar and will include summer student institutes, and a back to school team retreat for faculty; events include team building and activities connected to the school mission.

The Academy of Global Studies will comply with the Regent's regulations governing length of the instructional day and year, which requires 184 school days (G4-1). AGS and Providence school district vacation and holiday schedule will occur simultaneously (see below for recognized holidays). AGS will begin the last Monday in August and end in June once the 184 calendar days are complete (G4-2). There will be 4 days of embedded professional development for faculty and staff when students will not have an academic day (G4-4). During our students' senior year of high school their academic year will be 171 days, followed by final exams and senior presentations (G4-7). Students in grades 7-11 will complete their finals during the last academic week of the school year (G4-10). Students will receive a minimum of 5 ½ hours (330 minutes) of instructional time each day in their academic courses excluding morning meetings, after school study hall, advisory, lunch, and passing (G4-11). Teachers will engage in common planning time focused on interdisciplinary work and improving student learning three times a week. Faculty and staff will also complete a minimum of 20 hours of professional development each academic year (G4-16). School will take place from 8:00 am to 3:00pm for students in the lower school, and a flexible schedule will be implemented in the upper school, embedding at minimum the regents requirements. The workday for faculty and staff will be from 7:30-3:30 (8 hours). The AGS recognizes that families in our community work multiple shifts, therefore AGS will open the school daily a half an hour before school and remain open a half hour after school. It is a goal for AGS to provide future after-school programs for the students and families; we will seek to include PASA's Afterzone programming in the lower school, and The Hub's Expanded

²² Epstein, Joyce, et al. *School, Family, and Community Partnerships: Your Handbook for Action*.

Learning Opportunities for the upper school students, in addition to other initiatives directly tied to the mission of the school.

Professional development will be provided to achieve the mission through various strategies that accomplish whole school improvement, grade level team improvement, and individual student improvement (G4-17). This professional development will be aligned with implementation of the curriculum, Asia Society Network ISSN framework, and student achievement goals. Sessions will be structured to support adult learning and will have three levels per professional development module: level one -introduction of the research and creation of a plan for implementation; level two - share success/challenges and modify implementation plan if needed and level three- analyze the success of implementation by reviewing student work or data to determine next steps. A mid semester professional development day will serve as a parent teacher data day, allowing parents to meet with the faculty and review their child's mid year progress and review their ILP. This will also occur at the end of the year to adjust and revise the ILP for the next academic year.

In support of the Academy of Global Studies mission, we recognize that as we educate and challenge our students to become global citizens, embedding historically non-traditional days in their academic program year will be necessary. For example, our entire school community will annually celebrate World Peace Day on September 21st through awareness and advocacy projects shared with the local community. Our students will also have a half-day each quarter to engage in team building and to present their interdisciplinary projects to the school community.

The Academy of Global Studies schedule will be flexible within the parameters listed below to accommodate various learning needs and global expectations for our students. The school day will support the mission through collaborative interdisciplinary projects in the humanities and STEM courses. Students will have a block schedule for humanities and STEM learning, with a global lens woven throughout the curriculum. Through common planning time, core and international studies teachers will have the opportunity to plan interdisciplinary projects as they relate to the grade level global studies essential question. Students' schedules will also afford them the opportunity to receive support in their Life Lab course, which engages them in experiences that positively impact their social, emotional, and civic life skills. Community partners will also co-teach, lead project and service learning initiatives, and expanded learning opportunities within the school day and during after school programming.

Sample Student Schedule

Day/Week Structure	Total Time
Required Instruction	330 minutes
Passing/Lunch/Advisory/Morning Meeting	90 minutes
Total Time	7 hours (420 minutes)
After school study hall	30 minutes (optional)
Breakfast and Teacher support	30 minutes (optional)

Sample Teacher Schedule

Day/Week Structure	Time Allotment
Required Instruction	270 minutes
Advisory/Passing/Lunch/Morning Meeting	90 minutes
Unassigned Time	30 minutes
After school study hall	30 minutes
Breakfast and teacher support	30 minutes
Common Planning Time	3 times a week
Lab Time	2 times a week
Total Time	8 hours (480 minutes)

Rhode Island public school recognized holidays during the academic year:

- Labor Day
- Columbus Day
- Election Day (during presidential election years)
- Veterans Day
- Thanksgiving day and the day after
- Christmas Break (inclusive of Christmas Day)
- New Years Day
- Martin Luther King Jr. Day
- Good Friday
- Memorial Day
- Winter and spring break
 - As an international school we will allow staff and students to take without penalty other religious documented and needed holidays

Summer Session

August – Teacher Trainings

August - Students Summer Institute

August – Stakeholders Orientation (Board, Faculty, Staff and Community Partners)

August – Faculty retreat

Semester One 90 instructional days

August – Welcome back to school event

August – Student transition program

August – last Monday classes begin

September – Labor day no school

October – Columbus Day no school

October – Professional Development Day 1
November – Election Day (during presidential election year) no school
November – Veterans Day no school
November – Mid semester data analysis
November - Thanksgiving and Day after Thanksgiving no school
December – Christmas Holiday Break no school
January – New Years Day no school
January – Martin Luther King Jr. Day no school
January – End of Semester one
January – Professional development Day 2

Semester Two 90 instructional days
February – Classes begin
February – Winter Break no school
March – Professional Development Day 3
March (April) – Good Friday no school
April – Mid semester data analysis
April – Spring Break no school
May – Memorial Day no school
June – Professional Development Day 4
June – Last Day of School
June – End of school celebration for all stakeholders

VII. Student Enrollment, Outreach, and Demand

It is important to the founders of AGS to create a small school setting ensuring personalization for students. A small school setting will allow for the successful monitoring of the students individualized learning plan.

Academy of Global Studies recruitment will include: announcements on multiple radio media outlets, i.e. WBRU and various local Latin radio stations, mailings and public notices in English and Spanish, visits to and distribution of information at religious institutions, visits to community centers and community events, utilization social media, advertisements in local and Community Based Newspaper and web-based notifications. Academy of Global Studies is focused on bringing together students from all over the world; all students who are age eligible, regardless of background, need, individual characteristic or prior performance, will be allowed to submit an application. Accepted students will be contacted in the summer to complete their diagnostic assessment and begin their individualized learning plan. Results of the initial diagnostic will determine the need for students to attend summer institutes if assessments indicate that they are currently behind grade level in reading, writing and/or math.

In striving to meet the mission, it is important for the entire AGS community to nurture our students' growth and development academically, socially, and civically so they can meet the global competency standards; supporting them through adolescence to young adulthood is the responsibility of all of stakeholders as we usher them toward their college and/or career choices.

Academy of Global Studies Enrollment Policy and Procedures

Lottery Procedure: Students interested in enrolling at the Academy of Global Studies will be required to complete an enrollment application. The application will be available in hard copy, the first year only; subsequently it will be available electronically on the AGS website. Lottery for potential students will be held in an announced public location on March 1 of the preceding year. Students' applications will be due to AGS a week before the lottery is held. Each potential student with a completed application will have their name placed on a card and then all cards will be placed into a bingo drum. The Lottery drawing will be video recorded for future reference. A copy of the video and all lottery information, including the student cards, will be housed in a file at AGS and available to the Office of Charter Schools. If there are fewer applications than seats available then a lottery will not be held.

Lottery Exemptions: Academy of Global Studies will have two policies in accordance with Regent Regulation C-5-2 (c) as it relates to enrollment procedures. Academy of Global Studies shall have a sibling's policy, which will guarantee acceptance to AGS, however siblings will be required to complete an application and submit by the deadline. In addition, children of founders and current AGS staff shall also be guaranteed admission to AGS, however they will be required to complete an application and submit by the deadline. Siblings are defined as "one of two or more individuals having one common parent" as proven through legal documentation. Two students who share a common guardian may also be considered siblings. Siblings will not be interpreted to include members of a student's extended family, such as, but not exclusive to, cousins and others who due to various circumstances, may have become part of the family unit and/or live in the same household.

Weights/Preference: No weight enrollment lotteries will be used for AGS students.

Application Validity: Invalid and incomplete applications will not be accepted into the lottery. AGS will make two attempts to contact students and families who have submitted and incomplete or invalid application to inform them. The application document will also indicate that only fully completed applications will be included in the lottery. All invalid and incomplete applications will be kept at AGS in a separate file for reference purposes. Students who have submitted a fraudulent and/or erroneous application will be removed from the lottery. If a student was accepted and fraudulent or erroneous information was discovered after the lottery, s/he will lose his/her seat and will not be placed on the waiting list.

Waiting Lists: All students who have submitted a complete an application to AGS will be pulled during the lottery. Once all available seats are filled, the remaining students' cards will be pulled and placed in numerical order for the waiting list. Academy of Global Studies will maintain the current year's waiting list through the end of the last regular day of school of the academic year. The upcoming school year's waiting list shall serve as the basis for enrollment as spaces become available. Waiting list will not rollover to the next year and waiting list students will be required to reapply in order to be included in the lottery for the upcoming school year.

Notification: Academy of Global Studies will submit enrollment data to RIDE by April 1, annually. Students will be notified of their acceptance both electronically and via mail. Students will be required to return the postage pre-stamped postcard to confirm their acceptance within 10 days of notification. Students who are accepted and do not confirm by the 11th business day will be contacted via phone to make them aware that they will lose their seat if the confirmation is not received by the 15th day; this information will also be included in the acceptance information packet. If no response is received, by the 20th day, AGS will accept students from the waiting list in numerical order.

Enrollment: Academy of Global Studies will admit 60 students per academic year. Once a student has been accepted, they will be responsible for providing AGS with the following items: registration form, proof of residency, prior academic records, special education records and information, health forms, home language district notification, and emergency contact information.

Enrollment for Academy of Global Studies Projection

	2015	2016	2017	2018	2019	2020	2021
6	60	60	60	60	60	60	60
7		60	60	60	60	60	60
8			60	60	60	60	60
9				60	60	60	60
10					60	60	60
11						60	60
12							60

VIII. Facilities

The founders yet not identified a location. They will seek available spaces in Providence to serve the educational needs of the school through reviewing leasing and rental options. The founders will identify a location that has meets all building, fire and safety codes and inspections for a school setting. The location will also be required to be handicap and bus accessible for our school community. Once AGS has secured all inspection certificates and a lease/rental agreement, a copy will be submitted annually to RIDE.

Once the preliminary charter approval is been granted, the founders will find a location that allows them to meet the necessary requirements. The founders seek to find a site location that can sustain the initial five years during the schools growth, which will require for the building location to have 30 classrooms, 15 office/conference spaces, cafeteria (cafetorium), auditorium, library (classroom libraries) and a gymnasium space. The Academy of Global Studies will search for a building that has a cafeteria and/or auditorium (cafetorium) that allows for the school wide morning meetings. A vital feature is a location with a gymnasium space, or proximity to a community organization for the physical education courses.

It is the intention of the AGS founders and Board of Directors to initiate a capital campaign to secure funds to purchase a permanent location for the school. The Board will meet monthly to review all school wide issues, inclusive of facilities maintenance. The building administrators

will oversee the custodial staff. The custodial staff will be responsible for building and grounds maintenance. The five-year budget will allocate funds to support the capital campaign and the acquisition of the schools permanent site location.

IX. Operations

Safety and welfare of students and staff is a school priority. Academy of Global Studies will establish a Crisis Response Team that will follow the guidelines and recommendations of the School Emergency Planning Guide developed by the RI School Safety Steering Committee. Academy of Global Studies will practice all required drills and follow the Protocols for the Six Universal Emergency Procedures and Bomb Threats as directed in RIGL 16-21-4 and 16-21-5.

A minimum of three staff members will be certified in first aid and child CPR (in addition to the physical education teacher and the nurse). Emergency response plans and protocols will be developed and documented in the AGS staff handbook including but not limited to procedures for: accident/illness, assaults/fights, blood borne pathogens/bodily fluid exposure, field trip incident, missing child, sexual assault, sudden death, suicide intent/attempt, utilities malfunction, weapons.

Academy of Global Studies will employ a full time school-nurse teacher and contract with part time occupational therapists, physical therapists and speech/language therapists as needed. Academy of Global Studies will also contract with psychological and behavioral testing institutions as needed and in conjunction with families.

The school nurse teacher will collaborate with the physical education faculty to create and deliver instructional units for health class that are aligned with the health education standards of The Rhode Island Health Education Framework.

Academy of Global Studies will provide breakfast and lunch in accordance with state health and safety standards RIGL 16-810-10.1 and applicable federal law. Academy of Global Studies has not identified a location as of yet, but during the location search phase AGS will be cognizant of the requirement to have a full service kitchen. We intend to participate in the free and reduced lunch program and contract with a food service provider that have the capacity to provide nutritious and healthy breakfast and lunch for our students. The Universal Free program design will be used at AGS to ensure that all students that return a lunch application are provided with breakfast and lunch.

Transportation will be provide to students by AGS who live further than a mile away from the school through a bus pick up for lower school and city bus passes for upper school students. The school will open daily a half hour before school for early arrivals and at least a half an hour after school dismissal.

Academy of Global Studies will research and contract with a company, such as Paychex or ADP, to provide the services of payroll and human resources. Academy of Global Studies will research and contract with a software company for information technology and data management, i.e. Skyward and Follett software. Academy of Global Studies will purchase a software system to

support their purchasing functions.

X. Startup Timeline

School Launch Checklist	Timeline for Completion
Submit Statement of Intent	December 1, 2013
Receive Approval to submit proposal	December 2013 - January 2014
Establish a Board of Directors	March 2014
Submit Proposal	April 1, 2014
Board meeting to prepare for community meetings and approval of bylaws	April 2014
Public Comment and hearings	May/June 2014
Proposal review	May/June 2014
Capacity Interview	June/July 2014
Commissioner recommends to Regents Preliminary Approval	July/September 2014
Board of Education: Preliminary Approval	July/September 2014
Readiness Orientation	October 2014
Incorporate Academy of Global Studies	October 2014
Apply for Charter School Program (CSP) funding from State	October 2014
Rhode Island Department of Education (RIDE) Readiness Criteria met	October 2014 - April 2015
Identify and secure a school location	October 2014 – April 2015
Develop, select and obtain curriculum	December 2014
Market the school in the community, recruit students and accept applications	January 2014 - February 2015
Building renovations to prepare for school opening	March 2015
Student lottery	March 2015

Recruit and hire initial year staff	June 2015
Final Approval	April/May 2015
Finalize building preparation	April - August 2015
Notification and acceptance provided to students	April 2015
Finalize food, facilities maintenance and transportation	May 2015
Retrieve student records from their sending schools	June 2015
Professional development workshop series	August 2015
Stakeholders Orientation	August 2015
Student Institute	August 2015
Host a welcome to school event	August 2015
Start school year	August 2015

XI. Variances

There are no variances being sought for the Academy of Global Studies at this time.

XII. Finance and Budget

Budget Assumptions

Operating Revenue

- Academy of Global Studies funds will come from local and state per pupil aid. It is projected that local aid will be \$8,897 and state aid \$10,948.65 per pupil. Academy of Global Studies intends to increase enrollment by 60 students per academic year.

School Management

- Salaries: Principal/Headmaster and Assistant Principal/Dean – Year one no building principal, year two building principal/headmaster position filled, year five assistant principal/dean hired.
- Salaries: Support Staff – during years one and two there will be one administrative assistant; year three a second administrative assistant will be hired
- School Office- funds have been allocated each year to provide the offices with necessary supplies i.e. copier, postage, etc. There will be an increase in year four and five to adjust for the increase in population

Program/Operations Management

- Salaries: Executive Director – One Executive Director projected year one through five
- Salaries: Deputy Administrators – One Chief of Academics and one Chief of Operations is projected year two through five. One Chief Financial Officer projected year four and five
- Salaries Support Staff – One social worker is projected for year three through five
- Legal – funds have been allocated to contract legal services
- School Board – funds have been allocated for professional development, board training, travel, consultant fees, etc.
- Business Operations – funds have been allocated for processing payroll, human resources, accounting, external audits, etc. There will be an increase in years two and three to adjust for the increase in population
- Information Management and Technology – funds have been allocated for non-pupil use IT, including hardware, software, and data processing there will be an increase in years four and five to adjust for the increase in population

Instruction

- Salaries: Teachers – AGS will have 7 teachers during year one, 12 teachers' year two, 16 teachers year three, 26 teachers year four, and 30 teachers year five. Teachers will have a tiered pay scale based on years of experience. Teachers who have taught 1-3 years will be placed on Step 1 at \$44,000, teachers who have taught 4-6 years will be placed on Step 2 at \$ 55,000, teachers who have taught 7-9 years will be on Step 3 at \$65,000 and teacher who have taught over 10 years will be on step 4, the top step, at \$75,000. Additional compensation will be paid to teachers who have earned advanced degrees in education or in their specific job area: initial Masters recipients will receive a \$3,000, additional Masters will receive \$1,500 each, National Board will receive \$5,000 and Doctorate will receive \$5,000.
- Salaries: Paraprofessional – One paraprofessional has been allocated for years one through three and another added year four
- Stipends and Bonuses – No stipends or bonuses will be provided
- Pupil-Use Technology, Hardware, and Software – funds have been allocated for computers, printers, software, and related technology for student use; there will be an increase annually to adjust for the increase in population

Instructional Support

- Salaries: Pupil Support- One school nurse is projected for years one through five, one ELL support teacher is projected for year two through five, one library media specialist is projected for years two through five, and one guidance counselor is projected for years beginning year five
- Salaries: Teacher Support – One instructional coach is projected for years two through five
- Salaries: Program Management – No budget allocated for this line item
- Salaries: Special Services – Funds have been allocated in years one through five for contracted services for: a physical therapist, occupational therapist, speech pathologist and psychologist, there will be an increase in years two and four to adjust for the increase in population
- Guidance and Counseling – Funds have been allocated in years three through five for

guidance related expenses

- Library and Media – Funds have been allocated for library-related supplies, equipment, books, software and office costs; there will be an increase annually to adjust for the increase in population
- Extracurricular – Funds have been allocated in years two through five for equipment, materials, and transportation for extracurricular activities; there will be an increase in year three to adjust for the increase in population
- Students Services, Outreach, Recruitment – Funds have been allocated in years two through five for expenses related to registration, recruitment, parent relations, outreach and advertising; there will be an increase in year four to adjust for the increase in population
- Student Health Services – Funds have been allocated in years one through five for services and supplies for the school health program; there will be an increase annually to adjust for the increase in population
- Academic Interventions – Funds have been allocated in years one through five for fees and/or materials related to academic interventions; there will be an increase annually to adjust for the increase in population
- Curriculum Development – Funds have been allocated in years one through five for fees and/or materials related to curriculum development
- In Service, Staff Development, and Support – Funds have been allocated in years one through five for fees and cost related to professional development, mentoring, training and coaching; there will be an increase annually to represent the increase in population
- Assessment – Funds have been allocated in years one through five for the cost of assessment, scoring, data collection and reporting, and proctoring exams; and there will be an increase annually to adjust for the increase in population

Operations

- Salaries: Facilities Maintenance – One custodian/janitor/maintenance worker is projected for years one through five; a second is projected for years three through five.
- Transportation – Funds have been allocated in years one through five for transportation contracts; there will be an increase annually to adjust for the increase in population
- Food Services – Funds have been allocated in years one through five for food contract
- Safety – No funds have been allocated for this line item
- Building Upkeep and Maintenance – Funds have been allocated in years one through five for maintenance supplies and expenses related to furniture, desk, chairs and fixtures; there will be an increase annually to adjust for the increase in population
- Maintenance Contracts – Funds have been allocated in years one through five for maintenance contracts from outside vendors; there will be an increase in year four to adjust for the increase in population
- Utilities – Funds have been allocated in years one through five for water, gas, electricity, sewer, trash removal, snow removal, etc.; there will be an increase annually to adjust for the increase in population
- Lease – Funds have been allocated in years one through five for fees paid for land and/or building lease
- Debt Service – Not applicable
- Capital Projects – Funds have been allocated in years three through five for

- expenditures to secure land and to purchase a building for AGS
- Other: Fire Inspection (other inspections) – Funds have been allocated in years one through five for fire and necessary inspections

Other Obligations

- Fringe Benefits – Funds allocated for health insurance premiums and retirement benefits in year one are 20% for all AGS personnel; years two through five are 30%
- Insurance (non-employee) – Funds have been allocated in year one through five for insurance premiums for property, fire, liability and umbrella etc.; there will be an increase in year two to adjust for the increase in population
- Retiree benefits – Included above
- Purchased Management Services – No funds been allocated for this line item

Community Services

- Community Service Operations – Funds have been allocated in years one through five for services to the community at large, i.e. child care, recreation program, etc.; there will be an increase in years two and four to adjust for the increase in population
- Other: Afterzone and HUB ELO – Funds have been allocated in years three through five for Afterzone and Expanded Learning Opportunities (ELO); there will be an increase annually to adjust for the increase in population

During the first two years, the Executive Director will be responsible for oversight and management of the finances at the school. During this time the Board of Director President, and/or designee, will serve as the second signatory on the transfer, payment and receipt of funds to AGS. During the fourth year, a Chief Financial Officer (CFO) will be hired. All fiscal responsibility and oversight will be transferred to the CFO and the Executive Director will serve as the second signatory on the account. Annually, the operational budget will be reviewed and accepted by the Board, and a copy will be provided to RIDE Office of Charter Schools. Quarterly monitoring of AGS financial operations will be reviewed, actual versus budgeted revenue (16-77.2-8), and recommendations for adjustments will be presented to the Board. Annually, an external audit will be conducted and a copy will be kept in the school archives; a copy will also be sent to RIDE Office of Charter Schools.

The Executive Director will submit a quarterly report to the State Office of Municipal Affairs certifying the status of the charter school budget (16-77.2-8). Once the CFO is hired this will become his/her responsibility. In accordance with charter school reporting, the quarterly reports shall be in a format prescribed by the State Office of Municipal Affairs and the State Auditor General. The reports shall contain a statement as to whether any actual or projected shortfalls in budget line items are expected to result in a year-end deficit, the projected impact on year-end financial results, including all accruals and encumbrances, and how the charter school plans to address any such shortfalls. The Auditor General or the State Director of Administration may petition the Superior Court to order the charter school to file said reports. The Director of Administration may also direct the State Controller and General Treasurer to withhold any funding to the charter school until the school complies with the reporting requirements. Academy of Global Studies understands that failure to comply shall be cause for the revocation of the school charter.

XIII . Additional Requirements

- Independent Charter Schools- Please see documents in Appendix 5 & 6

Resume of Founding Members- Appendix I

Geraldine Lallo
Janelle Clarke-Holley
Clarice Thompson

GERRI LALLO

84 Shirley Boulevard, Cranston, RI 02910 | 401-487-5940 | gerrilallo9@gmail.com

EDUCATION AND CERTIFICATIONS

University of Rhode Island M.Ed. Administration	2011
National Board Certification Adolescent Literacy	2008
Rhode Island College M.Ed. Reading	2006
Reading Specialist Certification, K-12	2004
Rhode Island College M.A.T. Elementary Education Elementary Certification 1-6 Dance Certification K-12 <i>Honors in Student Teaching</i>	1995
Rhode Island College B.A. Communications	1985

TEACHING EXPERIENCE

Providence Academy of International Studies High School and Juanita Sanchez Educational Complex Providence, RI

Literacy Coach, JSEC	2011-Present
International Partnership Liaison, PAIS & JSEC	2009-Present
Junior and Senior International Studies Courses, PAIS	2009-2011
Reading intervention program (READ 180)	2005-2010

Roger Williams Middle School Providence, RI

Literacy Elective, 6 th – 8 th grade <i>Created a curriculum for mixed literacy elective classes made up of ESL, Bilingual, and native speaking students. Also ran an after school dance program.</i>	2004-2005
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Reading Teacher, 7 th grade <i>Created entire curriculum for 7th grade reading classes that aligned with New Standards[®] in English/Language Arts. Collaborated with all 7th grade teachers to improve reading and writing throughout the curriculum during voluntary before school planning meetings. Also ran an after school dance program.</i>	2002-2004
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Dance Educator <i>Dance Educator in full time Arts in Education curriculum grades 6-8. The Dance Department was a nationally known, standards based, program using dance, literacy, critical thinking, creating, responding and reflecting. Integrated topic research with writing, movement concepts, and culminating performances</i>	1997-2002
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SCHOOL BASED HIGHLIGHTS

CURRENT SCHOOL

Team Leader, Collaborative for Adolescent Literacy Learning (CALL),	
Brown Education Alliance, JSEC	Spring 2012-Present
ILT member and former Co-Chair, JSEC	2010-Present
International Partnership Liaison, JSEC	2009-Present
Graduation Campaign Committee Chair, JSEC	Feb. 2013-June 2013
Reform/Transformation Team Member, JSEC	July 2010- June 2013
NEASC Co-Chair, JSEC	2011-Present
NEASC Co-Chair and Lead Teacher on Instruction Cadre, PAIS	2008-2011
Director, Youth United for Global Action (YUGA)	2006-Present
Class Advisor, Graduating Class 2009, PAIS	2005-2009
POP/Site Based Plan/SIP, Writing Committee, PAIS	2006-2011
Coordinator & Director, 9th Grade Summer Transition, PAIS	2005/06, 2009-2011
Lead Teacher, SALT: Site Based/POP & Hospitality Cadres, PAIS	2006-2007
Rhode Island State Council of the Arts (RISCA)	2004-2009
Grant award recipient for yearly-integrated arts in curriculum project	

PREVIOUS SCHOOLS

POP Plan Writing Committee, RWMS	2005
SALT Student Work Committee, RWMS	2005
Behavior Support Team, RWMS	2003-2005
Lead Team Teacher and Literacy PD Presenter, RWMS	2002-2004
SIT Chair, RWMS	2003-2004
SIT Team, RWMS	2002-2004
After School Programs: ProviDance Company; Education 20/20, RWMS	1997-2002
6th Grade Summer Transition Team, RWMS	2002-2004

PROVIDENCE PUBLIC SCHOOL DISTRICT BASED ACTIVITIES

Middle School Literacy Pacing Guide Team, 50 hours	Summer 2008
Middle School Redesign Team Member, 49 hours district training	2002-2004
Positive School Design Team	Spring 2004
<i>Application of Behavioral Principles and Procedures to School-Wide Systems, MAY Institute, 40 hours</i>	
Back Mapping of Grade Level Expectations	2003-2004
Back Mapping Grade Level Expectations	2004
<i>Curriculum Revision & Interim Assessment Training and Development, 65 hours</i>	

AWARDS, PROFESSIONAL EXTENSION ACTIVITIES, PROFESSIONAL MEMBERSHIPS

RIDE Formative Assessment Community of Practice Group	2013-2014
Learning Leader Network, Common Core Community of Practice Group	2013-2014
International Reading Association	2000-present
Association for Curriculum and Development	2000-present
Fulbright-Hays Group Project Abroad, Alexandria & Cairo	2011
Teaching Excellence and Achievement Program (TEA) and International Leaders in Education Program (ILEP)	2011
<i>Teaching Exchange, Colombia, South America</i>	
Collaborative Arts Institute, University of Middle East Studies, MEENA focus	2008-2009
<i>Phase I, summer 2008 in RI, Boston, NYC</i>	
<i>Phase II, spring 2009 in Morocco</i>	
Met Life Foundation, National Ambassadors in Education Award	2009
\$5000.00 award	

Janelle Clarke-Holley

33 Higgins Avenue, Providence, RI 02908 401.481.4842 Janelle.Clarke@ppsd.org

Life-long Objective

Be a force of progressive collaboration with all stakeholders in the critical work of empowering educators to embrace and unleash the potential of all students to become successful participants in their school, community, family, and future careers

Education

September 1994-May 1999 *Johnson & Wales University*

Associates in Science Business Administration, Concentration in Psychology

Bachelors of Science Marketing

Masters in Education

May 2003-December 2004 *University of Rhode Island*

Master of Arts in Education and Administration

September 2010-Present *Northeastern University*

Doctoral Candidate

Experience

February 2013 -present **Turnaround Middle School Principal**
Providence, RI

Governor Christopher Del Sesto Middle School

Transformation principal of an urban middle school

- led and supported faculty and staff of 143 to improve student achievement, culture and climate, and parent engagement
- organized the building into team wings, reallocated resources, and restructured student flow through the building
- certified as Master Scorer for teacher evaluations and certified by Teachscape for administrator evaluations
- created an Instructional Leadership Team (ILT) to integrate data analysis into school wide teaching and learning
- created a partnership with Rhode Island Parent Information Network (RIPIN) and secured a Family Outreach Coordinator and PTO Director position for the school
- managed budgets: \$1,000,000 local budget; \$185,000 Title 1 budget; School Improvement Grant (SIG) Race to the Top
- analyzed formative and summative evaluations for Assistant Principals and support staff
- supported and facilitated the creation of school based professional development opportunities to ensure alignment with the transformational goals of the school and the shifts to Common Core State Standards (CCSS)
- served as a Mentor Principal for an intern with the New York Leadership program, affiliated with RIDE

July 2011- January 2013

William B. Cooley, Sr. High School and Providence Academy of International Studies
at the

Juanita Sanchez Education Complex

Turnaround principal of an urban high school with two learning academies: Biotech and International Studies

- led and supported faculty and staff of 60 to improve student achievement, culture and climate, and parent engagement
- blended two distinctly separate faculties and student bodies together, as well as integrated approximately 20 new hires
- reorganized the use of office space for administrative team, leadership team, clerical staff, and support staff for efficiency and organizational flow
- instituted the first faculty summer retreat to build collaboration for the new school year; provided school-based PD in the areas of increasing rigor, effective framework for teaching and learning, and the Fundamental Five Instructional Method
- provided opportunity, support, and structure for staff to generate curriculum that was not provided by the District
- collaborated, guided, and supported faculty and staff in writing and implementing the school transformation plan for Rhode Island Department of Education (RIDE) approval
- participated in the District criterion based hiring process, staff recruitment, and staff selection
- worked collaboratively on school transformation with District partners, Teachscape, and Cambium National Academic

- completed Dana Center training on Classroom Walk-Through procedure and conducted weekly classroom walk-throughs to ensure fidelity to the District's Guaranteed and Viable Curriculum
- innovated and conducted a New Teacher Mentor program for first year teachers at JSEC
- created the Biotechnology Learning Academy; established Board of Advisors from industry and university who met with teachers and administration quarterly
- designed a school data room and protocols for every classroom to include and utilize data walls for monitoring student progress
- established a teaching schedule that gave each department one period of common planning time per day
- devised organizational charts for clerical staff, teaching staff, administration, and support service staff indicating flow of command and responsibilities
- constructed an advisory guide and curriculum plan for grades 9-12
- presented and defended program resource requests to the Providence School Board in order to reach annual organizational goals
- developed and implemented support structures for at-risk students, specifically grade 9: Incoming Grade 9 Open House, Grade 9 Summer Transition, Grade 9 Teaming, Grade 9 Town Meetings, Grade 9 Mandatory Tutorial, Targeted Team

Major accomplishments: increased student achievement on NECAP tests by double digits in reading and writing; transitioned to NEASC accreditation for the newly formed combined school complex; created a schedule that was driven by student data points and intervention needs as well as pathway to graduation requirements; NEASC accreditation pending winter 2013; first school in Providence to include Expanded Learning Opportunities (ELO) for high school credit; created the first Summer Virtual Credit Recovery Institute for students to get on track for graduation and prepare for NECAP standardized assessments; articulation agreements with Community College of Rhode Island

July 2010- June 2011

Transformation Principal, of two separate schools

Providence, RI

Providence Academy of International Studies and William B. Cooley, Sr. Health, Science Technology High School

Transformation Principal of two separate urban high schools operating within one building. One school was identified by the Commissioner of Education as one of the lowest performing high schools in the state.

- led the teaching and learning of two separate high schools, two separate faculties, and two separate student bodies simultaneously
- collaborated, guided, and supported faculty and staff in the development of the Juanita Sanchez Education Complex Transformation Plan
- developed and implemented initial transformation strategies, processes, and protocols pending formal approval of the Transformation Plan
- interviewed, hired, coached, and evaluated faculty and staff
- served on Rhode Island Interscholastic League Principals' Committee as the Minority & Diversity Liaison
- convened an Instructional Leadership Team to drive teaching and learning practices and data based decisions
- secured two intervention specialist positions to assist with drop-out prevention, behavior management, home outreach, conflict resolution, family support, and student assistance
- created a Family Zone and secured a Parent Liaison position
- developed and facilitated bimonthly/quarterly district-wide parent workshops focused on high school reform efforts, new graduation requirements, support for middle and high school students, NCAA requirements, etc.
- collaborated with District staff, University Partners, and College Board to develop and implement Advanced Placement Program in our high school
- supported framework for a district-wide systemic reform and redesign initiative in curriculum, instruction, assessment, and technology at the high school level
- served as mentor principal for the Providence Aspiring Principal Cohort Program

Major accomplishments: increased student achievement on NECAP tests by double digits in reading and writing; developed initial Transformation Plan and subsequent revisions towards securing RIDE approval; restructured comprehensive Advisory System, common planning time structure; first school in Providence to include Expanded Learning Opportunities for high school credit

October 2008 - June 2010**Principal
Providence Academy of International Studies****Providence, RI**

Instructional leader focused on improving student achievement, building capacity for all stakeholders particularly students, parents, and teachers, and influencing parent and community engagement in a way that supports and enhances the school climate and culture.

- built upon and strengthened the structures instituted by the previous administrator and created new instructional initiatives to meet and advance student needs
- successfully finished the accreditation process previously started and led PAIS to achieve NEASC Accreditation
- increased student achievement on NECAP Science test
- secured 21st Century Community Learning Center Grant for a full after school program for academic, recreational, and enrichment opportunities for students
- collaborated with District staff to create Senior Project guidelines, processes, and procedures

***Major accomplishments:** restructured and implemented shared governance structure; created and implemented comprehensive college ready program, and supported alternative schedule to accommodate college ready course taking patterns; restructured and implemented Advisory System, common planning time, International Studies Program, Senior Project; increased graduation rate, FAFSA, and college acceptance rate significantly*

March 2004-October 2008**Assistant Principal
Feinstein High School****Providence, RI**

- created and maintained safe and orderly environment for faculty, staff, and students
- reviewed and disseminated best practices in research for student achievement
- handled day to day operations with budget, curriculum planning, district, state, and national mandates
- worked cooperatively with all stakeholders and community partners
- assisted in the development and implementation of thematic instruction with numerous grade level planning teams across all content areas
- researched, implemented, and enhanced programs that decreased student absences and lateness while promoting positive relationships with students and parents
- maintained records and participated in Reg2000 training

***Major accomplishments:** significantly reduced suspension rate; significantly increased attendance; significantly increased FAFSA participation, and college acceptance rates*

December 2006-2009**Guest Lecturer
University of Rhode Island****Kingston, RI**

- presented tools and real life methods of obtaining a professional career in education to college students studying in a leadership program
- introduced concepts for professional growth to stimulate the potential of students

Memberships

Association for Curriculum and Development (ASCD), National Association of Secondary School Principals (NASSP), Rhode Island Association of Secondary Principals (RIASP), American Association of School Administrators (AASA), Board member for Student Opportunities Afterschool Resources (SOAR)

**Awards and
Recognitions**

- * Cambium/NAEP recognition for “Providing a World-Class Education for All Students”, 2012
- *Community Leader, recognized by Sigma Gamma Rho Sorority, 2012
- * Educator of the Year, recognized by Alpha Kappa Alpha Sorority, 2011

Certificates

References are available upon request

Dr. Clarice LaVerne Thompson

37 Emmett Street * Central Falls, RI 02863

email: clarice@rpmvoices.com

401.419.7346 cell

Doctor of Arts, Music History/Music Theory
University of Mississippi '06

Master of Music, Composition
University of Mississippi '97

Bachelor of Arts, Music
Lane College '95

- RPM Voices of Rhode Island
Founder and Artistic Director
March 2003 – current
Description: RPM Voices of Rhode Island is a community of people of many cultures, races, religions and spiritual beliefs who come together musically and culturally with a desire to sing music that is spiritually uplifting, supports ensemble building and encourages community fellowship and enrichment. Participants will bring varying musical experiences into choral excellence, steeped in the traditions of African American cultural expressions.
www.RPMVOICES.com
<http://youtu.be/UVLeiopZUvo>
- Leadership Rhode Island, Providence, RI
Theta II Class - 2012
Description: Each year, Leadership Rhode Island selects a diverse group of leaders to participate in a thought-provoking, 10-month educational and community engagement curriculum that consists of an overnight retreat, ten monthly daylong sessions, and a small-group project. Participants experience an integrated, systems-based leadership education, framed around statewide issues.
<http://www.leadershipri.org/>
- Rites and Reason Theatre * Providence, RI
Brown University; Department of Africana Studies
Music Director, Composer/Arranger
for A Woman and A Lady by Shirlene Holmes [Spring 2014]
for Ophelia's Cotillion by Elmo Terry-Morgan & Clarice LaVerne Thompson [Fall 2013]
for Dyke Warrior Prayers by Sharon Bridgeforth [Spring 2013]
http://brown.edu/Departments/Africana_Studies/events/index.html
- Company One @ Boston Center for the Arts * Boston, MA
Music Director, Arranger
for XX PLAYLAB FESTIVAL The Old Ship of Zion by Natalia Naman [Winter 2012 - Spring 2013]
http://www.companyone.org/Season14/current_season_shows.shtml
- Company One @ Boston Center for the Arts * Boston, MA
Music Director, Composer/Arranger
for The Brother Sister Plays [In The Red and Brown Water; The Brother's Size & Marcus; Or The Secret of Sweet] by Tarell Alvin McCraney [Summer-Fall 2011]
http://www.companyone.org/Season13/Brother_Sister_Plays/synopsis.shtml
- Mixed Magic Theatre * Pawtucket, RI
Music Director, Music Arranger, Musician
for Dunbar Doneby by Ricardo Pitts-Wiley, music: Clarice LaVerne Thompson [Spring 2013, Winter 2008]

for Kwanzaa Song by Ricardo Pitts Wiley [Winter 2007]
for The Well of Women by Ricardo Pitts-Wiley [Spring 2008]
<http://mmtri.com/>

- Bethel AME Church * Providence, RI
Minister of Music & Choir Director
September 2005 – current
<http://bethelameprov.org/events/unleashing-the-jewel/>
- Beneficent Congregational Church * Providence, RI
Gospel Choir Director
September 2010 – current
<http://www.beneficentchurch.org/>
- Providence Public School Department * Providence, RI
Consultant: Music Curriculum Writing Team
Instructor: Professional Development seminars for Providence Music Teachers
March 2011 – June 2012
- Trinity Academy of the Performing Arts [Charter School] * Providence, RI
Choral Director
September 2010 - March 2012
- Underground Railroad Theatre @ Central Square Theatre * Cambridge, MA
Perishable Theatre * Providence, RI
Music Director, Composer/Arranger
for Harriet Jacobs by Lydia Diamond
September 2009 – May 2010
<http://www.youtube.com/watch?v=xGl4jz94mMw>
- RI Philharmonic Music School
Composer/Artist in Residence; Host of monthly Community Sing
September 2009 – 2010
- Brown University * Providence, RI
Visiting Instructor – Musicologist - Department of Africana Studies
January 2002 – May 2009
<http://www.inmanpagenyc.org/news/entry?id=17;fa=2>
Courses Developed & Taught: 1] African American Folk Traditions and Cultural Expressions; 2] Africana Music History and Vocal Performance; 3] Developing the Research to Performance Method Songbook; 4] Developing the Research to Performance Script & Songbook.
- The Providence Black Rep * Providence, RI
Music Director, Music Arranger, Musician
for The Colored Museum by George C Wolfe
2006
- Milagro Center * Delray Beach, FL
Musical Theatre Director, Youth Programs [year round]
September 2000 – December 2001

Selected Written Works – Musical Theatre Scores – Composer / Arranger – Clarice LaVerne Thompson

- *Harriet Jacobs* - book: Lydia Diamond
http://www.stagesource.org/pages/27292_underground_railway_theater_presents_harriet_jacobs.cfm
http://boston.broadwayworld.com/article/Underground_Railway_Theater_Presents_HARRIET_JACOBS_In_MA_337_In_RI_31013_20100217
- *The Children's Legacy* - book: Lola Loui
- *Dunbar, Done By* - book: Ricardo Pitts-Wiley
- *Gever / Shabab* – book: Noam Dorr
- *Song of Sheba* book: Elmo Terry-Morgan
<http://www.olemiss.edu/depts/music/news/97-04.html>
- *Waltz of the Spider (arranger)* book: Elmo Terry-Morgan, music/lyrics: Joey Garcia
- *Ophelia's Cotillion* - book/lyrics: Elmo Terry-Morgan
<http://www.providencephoenix.com/archive/theater/98/05/21/OPHELIA.html>
<http://www.tcg.org/publications/at/2001/finger.cfm>
- *Hot Comb* - book: Elmo Terry-Morgan
- *Profiles & Shadows* - book: Elmo Terry-Morgan
- *Heart to Heart* - book: Elmo Terry-Morgan
- *Freshwater Road* - book/adaptation: Denise Nicolas, adaptation: Elmo Terry-Morgan
- *Mystic Falls* - book: Rosa Guy, lyrics/adaptation: Elmo Terry-Morgan, co-composer: Bill Toles
- *Crescent Tales: The Musical* – 2002 (composer/arranger) adaptation: Elmo Terry-Morgan, lyrics: students of AF 145-RPM Songbook-spring 2002-Brown University (instructor), original development & adaption: George Houston Bass and students- 1970s
- *The Survivors* - book: Elmo Terry-Morgan
- *Spell #7* - book: Ntozake Shange, adaptation: Elmo Terry-Morgan

Selected Written – Works – Musical Compositions (Instrumental & Vocal/Choral)

- Peace Be Still [Choral: Solo w/SATB]
- On My Way [Choral: SSAATTBB]
- Beacon of Light [Choral: SSAATTBB]
- Monday Rain [piano] [Vibes & Marimba]
- After School [piano]
- Cutting School [Woodwind Quintet –Flute, Clarinet, Oboe, French Horn, Bassoon]
- Land of the Sea and Sun [Arrangement for Steel Drum band]
- Take the A-Train [Arrangement for Steel Drum Band]
- St Thomas [Arrangement for Steel Drum Band]

Awards, Honors and Recognition

- 2014 Rhode Island Woman of Distinction, by University of Rhode Island [Feinstein Campus]
- 2014 Service award, to RPM Voices of Rhode Island, by Dr. Martin Luther King Jr. Rhode Island State Holiday Commission
- 2010 New Light Award, to RPM Voices of Rhode Island, by Beneficent Congregational Church, Rhode Island
- 2009 Woman of Achievement, YWCA, Rhode Island <http://www.sheshines.org/content/view/536/487/>
<http://womenofachievementri.org/>
- 2009 Distinguished Alumni Award – Lane College – NAFEO <http://www.nafeo.org/community/index.php>
- 2003 Ruth Ellis Award (Audre Lorde Foundation [Atlanta, GA] – ZAMI) <http://zami.org/scholars2003.htm>
- 1988 AUDELCO Award (Excellence in Black Theatre- New York City) Outstanding Music Director (*Crescent Tales* - 1989)
- 1989 AUDELCO Award (Excellence in Black Theatre- New York City) Outstanding Music Creator (*Song of Sheba* – 1989)
- 1989 AUDELCO Award (Excellence in Black Theatre- New York City) Outstanding Music Director (*Song of Sheba* - 1988)

Memberships and Boards

- Sigma Alpha Iota – International Music Fraternity for Women
- Sheila Skip Nowell Leadership Academy - Board Member

References available upon request

Board member Resumes- Appendix II

Kate, Charles, Lydia, Nick, Tiffany and Damian

Kate A. Greene, J.D.

11 Southmayd Street, Newport, Rhode Island 02840

Tel: (401) 862-8619 Email: kgreene@rwu.edu

Education

J.D. Washington College of Law, American University, Washington, DC (1996)

Focus on international and comparative law.

A.B. Hamilton College, Clinton, NY (1989)

Concentration in Cross-Cultural Psychology; Minor in Writing

Cognitive science and neurophysiology; developmental and social psychology; cultural and psychological anthropology; linguistics; non-verbal communication; comparative philosophy.

College Semesters Abroad, School for International Training: Bali, Indonesia (Fall 1987); Japan (Spring 1988)

Cultural anthropology, methods of field research, Indonesian and Japanese languages.

School for International Training, World Learning, Brattleboro, VT (1991-1993)

M.A. Program in Intercultural Management

Completed 30 credits of graduate coursework addressing organizational structure and behavior; human resource management; financial management; intercultural counseling; training of trainers; international development economics; social change theory; and intercultural communication.

Harvard University, Cambridge, MA (1988, 1993)

Intensive Japanese; International Political Economy.

PROFESSIONAL EXPERIENCE

Director of International Program Development (2014-Present); Assistant Director (2006-2014) Center for Global and International Programs, Roger Williams University, Bristol, RI

Design and implement a wide variety of international and global programs and initiatives. Provide support to faculty and administrators in furthering international and global initiatives. Cultivate external relationships with academic, diplomatic, and government sectors. Serve as Program Director of the U.S. State Department Middle East Partnership Initiative RWU Civic Engagement Leadership Institute (2008-present). Conduct grant research, proposal development, and implementation. Implemented grant-funded programs: U.S. State Dept MEPI Leadership Institute (2008-2014: \$1,480,889); US State Dept Educational and Cultural Affairs Grant: Interdisciplinary Sustainability Study Abroad Program in Turkey (2009-2011:\$96,075); U.S. Department of Education Grant: Fulbright-Hays Group Project Abroad Egypt Seminar (2010-2012: \$85,245); US State Dept PLUS Program (2006-2008: \$456,462).

Director of Programs, Global Rhode Island, Newport, RI (2004-2006)

Development and implementation of K12 international education classroom and professional development programs; collaboration with state education leaders to internationalize Rhode Island education policy; design and management of website and discussion groups.

International and Civic Education Consultant, Newport, RI (2002-2007)

Rhode Island Department of Education: Member of standards development team for the state K-12 standards in Civics, Government, and Rhode Island History (2006-2007).

Providence Academy for International Studies: Advising school director and faculty in how to internationalize curriculum and school culture; providing international studies professional development to teachers (2005-2007).

States Institute on International Education in the Schools: Rhode Island delegation chair (2003-2006); delegation member (2002).

States Network on Innovations in International Education: Rhode Island Program Director; National Working Group Member (2002-2007).

Center for Civic Education: Civitas World Congress, Amman, Jordan (2005); Citizenship Education in an Expanded European Union, Brussels, Belgium (2005); Civic Education in Divided Societies, Belfast, UK (2005).

Seeds of Peace International Camp: Project Citizen Workshop. Otisfield, ME (2003).

U.S. Department of State: Workshop Presenter, Civic Education Conference; Civil Society Development Seminar. Tel Aviv, Israel (2003).

Director of U.S. Department of State International Visitor Leadership Program, World Affairs Council of Rhode Island, Newport, RI (2004-2006); Rhode Island Program Coordinator (1998-2004)

Collaboration with the U.S. Department of State, various DC-based National Program Agencies, and a broad array of Rhode Island government officials, community leaders, and representatives from the business and non-governmental sectors, to develop and implement professional exchange programs for foreign delegates visiting Rhode Island.

Associate Director, Pell Center for International Relations and Public Policy, Newport, RI (2001-2005)

As deputy to founding director, responsible for strategic planning, development, and implementation of a wide variety of programs, including university curricular support, high level policy conferences, and public education programs. Served as liaison to top international affairs practitioners including senior U.S. government officials and high-ranking foreign diplomats. Directed managing partner activities of international civic education exchange program in 11 Rhode Island school districts, Ireland, and Northern Ireland (\$560,000 annual budget). Served as *de facto* director during term of part-time interim director (May 2003-May 2004), and in absence of director (May-August 2004).

Partner, Law Offices of Orabone & Greene, Cranston, RI (1998-2001)

Practice of law concentrating in litigation, commercial law, real estate, domestic relations, estate planning.

Executive Director, International Law Students Association, Washington, DC (1996-1997)

CEO of international non-profit corporation promoting understanding of international law around the world; responsible for all corporate operations and programming, international exchanges, publications, external relations, member services and conferences; administered the Philip C. Jessup International Law Moot Court Competition in 44 countries; oversaw 12 U.S. Regional Jessup Competitions involving 142 law schools; coordinated and administered all aspects of the Jessup World Championship Rounds involving over 350 attorneys, judges and law students from 44 countries; co-authored 1997 Jessup *Bench Memorandum* and 1998 Jessup *Compromis*.

Program Associate, Massachusetts Institute of Technology, Cambridge, MA (1995)

Established and implemented nomination strategy for \$500,000 Lemelson-MIT Prize for inventiveness; served as liaison to leadership of the U.S. scientific community in the development of nomination criteria and candidate selection.

Administrative Assistant, CSC Index, Cambridge, MA (1993)

Provided administrative support to the two chief officers of management consulting firm serving *Fortune 100* companies; assisted with promotion of CEO James Champy's *New York Times* Bestseller, *Reengineering the Corporation*.

Program Coordinator, Experiment in International Living, Homestay/USA, Wellesley, MA (1992)

Managed all aspects of English language exchange program for 20 Japanese students including development and implementation of educational and cultural programs and recruitment and training of teachers and host families.

Editorial Intern, Intercultural Press, Inc., Yarmouth, ME (1991-92)

Assisted president of firm by drafting speeches, presentations, and intercultural curricula; developed cultural orientation materials for *Semester at Sea* program; edited *Update Japan* and *Current Intercultural Resources*; reviewed incoming project proposals.

Tutor / Counselor, Communities for People, Cambridge, MA (1990-91)

Worked as teacher and counselor of at-risk teenagers in residential care setting.

Human Services Agent, Arbor Associates, Inc., Boston, MA (1990)

Counseled suicide-risk and emotionally disturbed teens, mentally disabled adults, and at-risk children.

HONORS AND OTHER ACTIVITIES

Admitted to New York Bar, Rhode Island Bar (1998)

Rhode Island Council for the Humanities

Board Member (2006-2012).

Rhode Island Permanent Commission on Civic Education

Observer (2003-2007).

World Affairs Council of Rhode Island

Board Member (2000-Present). *Member* (1998-Present).

International Law Students Association

Judge, Philip C. Jessup International Law Moot Court Competition (1998-Present). *Board Member* (1999-2005).

American Society of International Law

Member (1994-1997; 2001-2005). *Rapporteur*, "International Responses to Secessionist Conflicts," ASIL Annual Meeting Proceedings (1996). *Poster Presentation*, "Cross-Cultural Value Analysis: A Basic Competence for International Lawyers," Annual Meeting (1995).

Harvard University Law School

Coach, Jessup International Law Moot Court Team (1998-2001). U.S. Regional Champions 1999, 2000, 2001.

Washington College of Law, American University

President, International Law Society (1994-1996). *Coach / Administrator*, Philip C. Jessup International Law Moot Court Competition Team (1995-1996). *Member*, The Development and Practice of Law in the Age of the Internet Symposium Organizing Committee (1996). *Member*, Dean's Committee for the WCL Centennial Celebration (1995-1996). *Judge*, Student Bar Association Court of Appeals (1996). *Washington College of Law Nominee*, American University Community Service Award (1996). *Volunteer Coordinator*, Courts of Ultimate Appeal Judicial Conference, Center for Democracy (1995). *Volunteer Coordinator*, Association International des Jeunes Avocats Annual Meeting (1995). *Co-Chair*, World Trade Organization Symposium Working Group (1994).

National Merit Scholar (1985)

Charles F. Holley
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QUALIFICATIONS SUMMARY

Seasoned financial professional with more than ten years of increasingly responsible employment demonstrating consistency in achieving corporate objectives including the analysis of financial data and strategic planning, documentation of policies and procedures, operational management and organizational development within my team; highly skilled in assessing organizational needs and implementing solutions to maintain a positive and productive work environment.

PROFESSIONAL EXPERIENCE

Controller, Dudley Street Neighborhood Initiative, Boston, MA 2014- Current

- Responsible for the oversight of all finance, accounting and reporting in accordance with GAAP, regulatory requirements and internal policies and procedures which are provided to the Board of Directors, Finance and Audit committees
- Monitor financial progress and financial projections and keep Executive Director abreast of DSN's financial status on a continuous basis, making sure to minimize risk and providing support around issues and trends in the financial operating models and delivery
- Monitor, track and record grant management as it relates to compliance and reporting of government, corporate and foundation grants, ensure that expenditures are consistently aligned with grant and program budgets throughout the period and coordinate all audit support for independent audits
- Manage organizational cash flow forecasting by working in partnership with the senior team; provide leadership in strengthening internal communications with the staff at all levels throughout the organization by promoting a positive and supportive work environment.

Sr. Financial Analyst, Celerant Consulting, Waltham, MA 2014- 2013-

- Tracked and consolidated key performance indicators for various business units while performing high level and granular financial analysis.
- Managed, tracked and reported monthly sales, with associated analysis, projects and client contracts
- Determined appropriate accounting treatment with respect to revenue recognition collaboratively with Controller
- Maintained historical data and provided management with reports for trend analysis and benchmarks
- Validated that financial controls were in place and operating as intended within the Finance business unit

Accomplishments

- Provided support to the Finance department during acquisition and in absence of Director of Finance
- Created and implemented efficiencies through reporting of core processes during the acquisition transition period
- Effectuated positive working relationships with field contractors for quick and accurate monthly reporting

Sr. Financial Analyst, CVS Caremark, Providence, RI 2011- 2013

- Analyzed monthly financial results, prepare monthly accruals and provide detailed variance explanations to budget/forecast.
- Prepared monthly expense/headcount forecasts
- Prepared monthly reporting packages for senior management
- Liaise with senior management and department heads to develop annual budgets; provide support for comprehensive budget presentations
- Actively contribute to process improvements while working collaboratively on various department projects as needed

Accomplishments

- Successfully transitioned to support several areas of the organization
- Collaborated with coworkers to implement analyst into the Capital Budgeting and Forecasting process
- Built and maintain relationships with business partners in order to support multiple areas of the organization

Sr. Financial Analyst, New England Sports Network, Watertown, MA **2007 – 2011**

- Developed, prepared and analyzed financial reports for management review including production forecasts, event pre-estimates, actual results and variance analysis.
- Analyzed work flows, processes, staffing, and purchases to recommend changes and identify improvement opportunities.
- Identify and understands business cost drivers using activity-based costing, process analysis and techniques.
- Provided daily direct support to Production and Programming management in support of on-going initiatives.
- Prepare monthly journal entries, account reconciliations, and financial analysis as required.

Accomplishments

- Implemented a five day close process with the Production & Programming department
- Implemented department specific Solomon reports for Senior Production & Programming management.
- Documented jobs process for third party revenue, the close process, accruals, management reporting and staffing.
- Participated in a remote production task force to improve the budgeting process and streamline costs.

Campaign Treasurer, State Representative Carlos Henriquez, Dorchester, MA **2007 – Present**

- Scheduled, organized and executed Campaign Fundraisers
- Maintained all finances, completed and trued up reconciliations between the bank account and the financial reporting software used for record keeping.
- Accepted and documented all receipts for deposits, disbursements, loans, in-kind contributions and accrued expenses.
- Provided financial updates and audit reports ad hoc and incrementally to the campaign committee
- Gathered required contributor information, prepared and filed required disclosure reports

Accomplishments

- Created and distributed marketing materials to promote awareness of the candidate and campaign goals; Maintained and utilized a database of the active voters in the demographic to target all eligible voters
- Actively engaged volunteers to support the campaign and educate potential voters
- Successfully kept the campaign on budget while providing all financial and reporting support

Sr. Staff Accountant, Bright Horizons Family Solutions, Watertown, MA **2005 - 2007**

- Performed month end accounting, bank reconciliations and tuition audits for forty centers, additionally implemented accounting for new centers as needed.
- Reviewed and analyzed operating results while researching and documenting all fluctuations; speak with Divisional Vice Presidents, Regional Managers, Center Directors and Accounting Management to resolve open issues.
- Prepared and reconciled general ledger entries, including supporting documentation and schedules for adjusting entries monthly.

Expense Analyst, Evergreen Investments, Boston, MA **2001 – 2005**

- Worked independently to monitor and ensure accurate expense accruals to confirm that expense limits are properly maintained by the custodian, reviewed and reported daily, monthly, and quarterly expense ratios.
- Compiled, prepared and reviewed expense information for Annual/Semi-Annual financial statement by utilizing standardized expense analysis, operating statement and statement assets and liabilities spreadsheets.
- Prepared yearly expense budgets for each fund, forecasting expense based on vendor contracts, advisor and administrative contracts and actual historical billing data.

Distribution Service Representative, Evergreen Investments, Boston, MA **1999 – 2001**

- Prepared monthly, quarterly, and year-end financial reports for internal and external clients.
- Tracked and reconciled all dividend and capital gain activity, verified shareholder account adjustments with dividend items.
- Performed daily proofing of tax withholding liability for all funds and identified and resolved pricing variances to avoid publishing pricing errors.

EDUCATION

B.S., Accounting, JOHNSON & WALES UNIVERSITY, Providence, RI **(1999)**

TAX PREPARER'S CERTIFICATE, H&R BLOCK, Boston, MA **(2003)**

TECHNICAL SKILLS

- PeopleSoft, QuickBooks, Solomon, Microsoft Word, Excel & PowerPoint

Lydia A. MacManus

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seeklyd@aol.com

EXPERIENCE and EMPLOYMENT

Director

21st Century Community Learning Center

Student Opportunities Afterschool Resources (SOAR)

@ Juanita Sanchez Educational Complex (Grades 9 – 12)

September 2010 – Present

Providence, Rhode Island

- Design, administer, and implement an afterschool program funded by federal money with District support
- Courses offered students academic, recreational, and enrichment experiences

Director

21st Century Community Learning Center

Student Opportunities Afterschool Resources (SOAR)

@ Feinstein High School (Grades 9 – 12)

September 2005 – June 2010

Providence, Rhode Island

- Established the first afterschool program at Feinstein High School with the awarding of the 21st Century Community Learning Center grant
- Courses offered students academic, recreational, and enrichment experiences
- Program and funding were reallocated to the Juanita Sanchez Educational Complex upon the District's closure of Feinstein High School

Reform Coach / School Psychologist

@ Feinstein High School (Grades 9 – 12)

September 2002 – June 2005

Providence, Rhode Island

- Communicated reform initiatives from the District to Feinstein's administration faculty
- Provided individual and small group counseling
- Participated on the Wellness Initiative Team

Conflict Resolution Specialist

Rhode Island Youth Guidance

Consultant to Providence School Department

@ Charles N. Fortes Magnet Academy

September 1998 – June 2002

Providence, Rhode Island

- Designed and implemented a comprehensive conflict resolution/violence prevention curriculum in grades 3 - 5
- Coordinated a social-emotional competency program (PATHS-Promoting Alternative Thinking Strategies) in grades K – 2
- Developed, trained, and managed a peer mediation program, Conflict Managers
- Provided staff training in team building, conflict resolution, and violence prevention
- Participated on the School Support Team, a multidisciplinary team that provides social, emotional, and academic support for referred students
- Provided individual and small group counseling, crisis intervention, classroom consultation
- Facilitated the school morale and discipline cadre

**Conflict Resolution Specialist
Rhode Island Youth Guidance**

Consultant to Providence School Department
@ Asa Messer Elementary School, Windmill
Accelerated Academy, and West Broadway Elementary School

January 1993 - June 1998
Providence, Rhode Island

- Designed and implemented a conflict resolution/violence prevention curriculum in selected classrooms
- Provided individual counseling, classroom consultation, and crisis intervention
- Consulted with the school support team on a regular basis

**Professional Development
Providence, Pawtucket and Rehoboth School Departments**

January 1993 to June 1998

- Provided professional development workshops to Providence School Department in team building, communication and cooperation skills; Pawtucket School Department in conflict resolution and peer mediation; and Rehoboth (Massachusetts) School Department in conflict resolution

**Consulting Psychologist
Seekonk Public Schools**

October 1989 – June 1990
Seekonk, Massachusetts

- Administered individual psychological evaluations as independent contractor
- Provided consultation to classroom teachers

Stay at Home Mother

January 1983 – January 1993
Seekonk, Massachusetts

**School Adjustment Counselor/Psychologist
Mansfield Public Schools (Grades K – 12)**

September 1981 – January 1983
Mansfield, Massachusetts

- Implemented a social-emotional competency program (DUSO....Developing Understanding of Self and Others) to kindergarten and primary grades
- Conducted groups on the secondary level using values clarification techniques
- Provided individual counseling, crisis intervention, and classroom consultation
- Administered individual psychological evaluations

**School Psychologist/ CORE Chairperson
Qualters Middle School (Grades 6 – 8)**

September 1976 – June 1981
Mansfield, Massachusetts

- Coordinated and chaired all team evaluations and conferences
- Coordinated special education programs and staff in the building
- Administered individual psychological evaluations
- Provided individual and group counseling to both regular and special education students
- Consulted on a regular basis with faculty, guidance, and administrative personnel
- Served as a liaison to outside mental health agencies
- Provided support staff with classroom intervention and behavior modification techniques
- Provided crisis intervention as needed

School Psychologist
King Philip Regional School District

November 1974 – September 1976
Wrentham, Massachusetts

- Serviced junior and senior high school students
- Administered individual psychological evaluations
- Provided teacher consultation, individual counseling, crisis intervention
- Worked cooperatively with the guidance staffs of both schools

School Psychologist
Pawtucket School Department (K – Grade 3)

March 1974 – June 1974
Pawtucket, Rhode Island

- Evaluated students for learning disabilities in the city's parochial schools

Classroom Teacher
East Avenue Elementary School

September 1968 – June 1971
Pawtucket, Rhode Island

- Grade 6

EDUCATION

Western Illinois University

M.S. in School Psychology

1972

Rhode Island College

B.A. in Elementary Education/Psychology

1968

Nicholas V. Longo

Director, Global Studies
Associate Professor, Department of Public and Community Service
Providence College
Providence, RI 02918
nlongo@providence.edu
401-865-1207

EDUCATION

- 2005 Ph.D., Department of Work, Community, and Family Education, University of Minnesota
- 1999 Master of Public Affairs (M.P.A.), Humphrey Institute of Public Affairs, University of Minnesota
- 1996 B.A., *summa cum laude*, Political Science / Public & Community Service, Providence College

PROFESSIONAL EXPERIENCE

Providence College, Chair, Global Studies Department 2014 - Present
Director, Global Studies Program 2008 - 2013

Developing and overseeing all aspects of interdisciplinary program with almost 100 majors focused on educating for global citizenship that received the 2012 Sen. Paul Simon Spotlight Award for Campus Internationalization from NAFSA. Responsible for chairing advisory committee, staffing and developing courses, and building and supporting a student learning community. Led effort to become an academic department beginning Jan. 2014 and several ongoing curriculum redesigns and global community partnerships.

Miami University, Director, Harry T. Wilks Leadership Institute 2006 - 2008

Oversaw all aspects of newly-endowed civic leadership institute founded with a \$5 million gift. Directed academic “think tank” program to infuse civic engagement into the curriculum, including American Studies program focused on acting locally to understand the impact of globalization on Southwest Ohio. Developed community-based mural project, high school leadership program, international service-learning course, and living and learning community focused on leadership and civic engagement. Responsible for donor relations, fundraising, and strategic vision for Institute.

Kettering Foundation, Program Officer / Associate 2005 - 2008

Designed a year-long study on college student political engagement, including commissioning focus groups and organizing national conference with student leaders that led to CIRCLE’s publication of *Millennials Talk Politics*. Co-facilitated workshop on campus/community partnerships. Completed studies on community leadership and civic education.

Campus Compact, National Student Coordinator 2002 – 2004

Director of *Raise Your Voice*, a \$2.8 million youth civic leadership initiative to increase college student participation in public life funded by The Pew Charitable Trusts. Oversaw all aspects of the 30 state initiative, including hiring staff, evaluators, and public relations consultants; developing priorities and granting funds to Campus Compact state offices; coordinating national student gatherings; raising funds; and creating materials and trainings for campus staff and students. Built strategic partnerships with other national organizations,

foundations, and corporations, including MTV, McCormick Foundation, and the Princeton Review. Conducted workshops on student leadership, youth civic engagement, and campus-community partnerships.

TEACHING EXPERIENCE

Providence College, Assistant Professor
Associate Professor

2008 – 2010
2010 – Present

GST 101: Introduction to Global Studies
PSP 101: Introduction to Service in Democratic Communities
PSP 303: Community Organizing
GST/PSP 360: Justice across Borders
ART/PSP 470: The Community Lens & Global Community Lens
GST 370/PSP 470: Community Engagement in Latin America
GST/EDU 371: Community Literacy in Nicaragua
AMS/PSP 470: The City and Its Youth
GST 480-481: Global Studies Capstone Seminar I & II

Miami University, Director, Wilks Leadership Institute

2006 - 2008

EDL 104: Leadership for the Public Good
EDL 401: Cultural Studies and the Complexity of Empowerment
AMS 401: Senior Capstone in American Studies: Community-Based Research
AMS 405: American Studies Workshop: Community-Based Project Implementation
AMS 499: Civic Engagement and Public Leadership

Providence College, Special Lecturer

2005

PSP 101: Introduction to Service in Democratic Communities
GST 101: Introduction to Global Studies

Metropolitan State University, Community Faculty Member

2000 - 2002

Youth and Urban Leadership
Community Organizing and Social Action
Urban Life

University of Minnesota, Instructor

2001 - 2002

Youth Leadership and Community Change

AWARDS / FELLOWSHIPS

Nominator for Global Studies Program's Sen. Paul Simon Spotlight Award for Campus Internationalization from NAFSA: Association of International Education, 2012.

Visiting Fellow, NERCHE Next Generation Engagement Project, 2010-Present.

Early Career Research Award from the International Association for Research on Service-Learning and Community Engagement (IARSCLE), 2009.

Ping Fellowship, International Faculty Fellowship from Council on International Educational Exchange (CIEE), 2009 and 2013.

John Glenn Scholar in Service-Learning, Rising Scholar Award from the John Glenn Institute for Public Service and Public Policy, The Ohio State University, 2005.

Best Graduate Student Paper Award at “What Citizen Jane Can Teach Us: An International Conference on Higher Learning and Democracy,” Rockford College, 2004.

Arthur Naftalin Award for Public Service from Hubert H. Humphrey Institute, 1999.

PUBLICATIONS – SCHOLARLY BOOKS

Why Community Matters: Connecting Education with Civic Life (Albany: SUNY Press, 2007).

PUBLICATIONS – SCHOLARLY EDITED BOOKS

(with Cynthia Gibson) *From Command to Community: A New Approach to Leadership Education in Colleges and Universities* (Tufts University Press, 2011).

(with Edward Zlotkowski and James Williams) *Students as Colleagues: Expanding the Circle of Service-Learning Leadership* (Campus Compact, 2006).

PUBLICATIONS – RESOURCE BOOKS

(with Richard Cone and Abby Kiesa) *Raise Your Voice: A Student Guide to Making Positive Social Change* (Campus Compact, 2006).

(with Ellen Love) *Colleges with a Conscience: 81 Great Schools with Outstanding Community Involvement* (Random House, 2005).

PUBLICATIONS – BOOK CHAPTERS

(with Richard Battistoni and Keith Morton) “Co-Creating Mutual Spaces for Campuses and Communities,” in Julie Plaut, John Hammerlink, and Laurie Worell (Eds.), *Asset-Based Campus-Community Partnerships* (Forthcoming).

(with Richard Battistoni) “Putting Students at the Center of Civic Engagement,” in John Saltmarsh & Matt Hartley (Eds.), *To Serve a Larger Purpose: Engagement for Democracy and the Transformation of Higher Education* (Temple University Press, 2011), pp. 199-216.

(with Edward Zlotkowski and James Williams) “Students as Colleagues: Enlarging the Circle of Service-Learning Leadership,” in John Saltmarsh & Edward Zlotkowski, *Higher Education and Democracy* (Temple University Press, 2011), pp. 329-341. Republished chapter from “Introduction” in *Students as Colleagues: Expanding the Circle of Service-Learning Leadership*.

(with John Saltmarsh) “New Lines of Inquiry in Re-Framing International Service-Learning into Global Service-Learning,” in Robert Bringle & Julie A. Hatcher (Eds.), *International Service Learning: Conceptual Frameworks and Research* (Stylus Publishing, 2010), pp. 69-85.

(with Eric Fretz) “Students Co-Creating an Engaged Academy,” in Hiram E. Fitzgerald et al. (Eds.), *Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions: Volume I: Institutional Change* (Michigan State University Press, 2010), pp.313-329.

(with Marguerite Shaffer) “Leadership Education and the Revitalization of Public Life,” in Barbara Jacoby (Ed.), *Civic Engagement in Higher Education* (Jossey-Bass, 2009), pp. 154-173.

(with Nan Skelton and Jennifer O’Donoghue) “Jane Addams School for Democracy,” in Harry Boyte (Ed.), *Creating the Commonwealth: Public Politics and the Philosophy of Public Work* (Kettering Foundation Press, 1999), pp. 24-38.

PUBLICATIONS – PEER REVIEWED ARTICLES

“Deliberative Pedagogy in the Community: Connecting Deliberative Dialogue, Community Engagement, and Democratic Education,” *Journal of Public Deliberation*, Volume 9, Issue 2 (2013).

www.publicdeliberation.net/jpd/vol9/iss2/art16

(with Nuria Alonso Garcia) “Going Global: Reframing International Service-Learning in an Interconnected World,” *Journal of Higher Education Outreach and Engagement*, Vol. 17, No. 2 (2013), pp. 31-55.

(with Richard Battistoni and Stephanie Rail) “Acting Locally in a Flat World: Global Citizenship and the Democratic Promise of Service-Learning,” *Journal of Higher Education Outreach and Engagement*, Vol. 13, No. 2 (2009), pp. 89-108.

(with Richard Battistoni and Christopher Drury) “Catalyzing Political Engagement: Lessons for Civic Educators from the Voices of Students,” *Journal of Political Science Education*, Vol. 3, Issue 3 (Fall, 2006), pp. 313-329.

(with Ira Harkavy) “Problem-Solving with Local Communities: Using University-Community-School Partnerships and Place-Based Education to Help Revitalize Urban America,” *Democracy and Education*, Vol. 16, No. 2 (2006), pp. 16-23.

(with Gary Daynes) “Jane Addams and the Origins of Service-Learning Practice in the United States,” *Michigan Journal of Community Service-Learning*, Vol. 11 (Fall 2004), pp. 5-13.

“The New Student Politics: Listening to the Political Voice of Students,” *Journal of Public Affairs*, Vol. 7 (2004), pp. 61-74. [Symposium with Harry Boyte, David Cooper, Lew Friedland, Cheryl Keen, and Carmen Sirianni]

PUBLICATIONS – INVITED ARTICLES / PUBLIC REPORTS

“External Review of Global Studies Program at Framingham State University” Prepared for Framingham State University (December 18, 2013).

“Deliberative Pedagogy and the Community: Making the Connection,” *Higher Education Exchange* (2013), pp. 49-59.

(with Lauren Kilcoyne) “Justice Talks Focus Group Report,” Prepared for the Rhode Island Council of the Humanities (October 29, 2012).

“Reflections on the Youth Movement’s Role in Civic Revitalization,” *Around the Circle* (November 2011), <http://www.civicyouth.org/wp-content/uploads/2011/11/v8.i4.pdf>

(with Elizabeth Hollander) “Student Political Engagement and the Renewal of Democracy,” *Journal of College and Character* (September 2008), <http://www.collegevalues.org/pdfs/hollanderlongo.pdf>

(with Richard Battistoni) *Connecting Workforce Development and Civic Engagement: Higher Education as Public Good and Private Gain*, Public Policy White Paper (North Shore Community College Public Policy Institute, 2006).

(with Ross Meyer) “College Students and Politics: A Literature Review,” CIRCLE Working Paper (Center for Information & Research on Civic Learning & Engagement, 2006), www.civicyouth.org/PopUps/WorkingPapers/WP46LongoMeyer.pdf

“A Different Kind of Politics, with a Long Tradition,” *Connections* (Summer 2006), pp. 29-31.

“Recognizing the Role of Community in Civic Education: Lessons from Hull House, Highlander Folk School, and the Neighborhood Learning Community,” CIRCLE Working Paper 30 (Center for Information & Research on Civic Learning & Engagement, 2005), www.civicyouth.org/PopUps/WorkingPapers/WP30Longo.pdf

(with Suk Rhee) “Youth Citizen Action: Creating a Democratic Exchange on Youth and Citizenship,” *CYD Journal*, Winter, Vol. 2 (2001), pp. 19-25.

(with Jerry Stein) (Co-Editors) *The University and the Community: Renewing the Relationship* (University of Minnesota Extension Service, 2001).

(with John Wallace) “Creating Democratic Spaces: Jane Addams School for Democracy. *CURA Reporter*. Vol. 30 (2000), pp. 10-14.

(with Jennifer O’Donoghue) “Youth as Citizens Today,” Report to the Kellogg Foundation on National Citizenship Conference for Adults and Youth sponsored by Wisconsin 4-H, Madison, WI, June 24-26, 1999.

“Jane Addams School for Democracy: Creating a Space for the Contributions of Immigrants,” *Community Matters*, Vol. 5 (Fall 1998).

“Evaluation of Jane Addams School,” (Center for Democracy & Citizenship / Center for Urban & Regional Affairs, 1998).

NEWSPAPER EDITORIALS (Op-Eds)

(with Cynthia Gibson) “Leadership ‘An Ethos,’ Not Just Skills,” Letter to the Editor, *Chronicle of Philanthropy*, 28, May 19, 2011.

(with Ross Meyer) “Information Age Changed Politics,” Op-Ed, *Cincinnati Enquirer*, B7, March 3, 2007.

(with Ross Meyer) “Democracy is More Than Just Elections,” Op-Ed, *Cincinnati Enquirer*, November 17, 2006.

(with Ross Meyer) “Make Affordable Higher Education for all a Reality,” Op-Ed, *Cincinnati Enquirer*, B11, May 20, 2006.

PRESENTATIONS / WORKSHOPS

“Deepening Civic Learning and Community Engagement: Promising Efforts in Curriculum and Student Leadership Development.” Panel Presentation at AAC&U Annual Meeting, Washington, DC, January 23, 2014.

“The Public Purpose of Higher Education.” Workshop at 6th Annual Rhode Island Student Service Summit, November 16, 2013.

“The Community Lens: Using Photography to Promote Peace and Justice.” 16th Annual Promising Practices Conference on Civic and Community Engagement, Rhode Island College, November 2, 2013 (with Jessica Ho, Jeff Pugh, and Eric Sung).

“Creating an Open and Global Mind: Case Studies on New England Global Programs, Teaching and Learning.” Presentation at AAC&U Global Learning in College Conference, Providence, RI, October 4, 2013.

“Brazil and India and the Dilemmas of Development: Infusing International Experiences into the Curriculum.” Presentation sponsored by the Center for International Studies and Center for Teaching Excellence, Providence College, October 2, 2013 (with Keith Morton).

“Organizing for Community Change.” Two-day workshop for Fulbright Study of the U.S. Institute on Civic Engagement, Miami University-Hamilton, July 24-25, 2013.

“Finding a Common Purpose for Change.” Panelist at NERCHE Collaboration for Public Engagement and the Transformation of Higher Education Seminar, UMass-Lowell, May 24, 2013.

“Visualizing Community and Justice.” Presentation at Global University Network for Innovation (GUNI) 6th International Barcelona Conference on Higher Education, Barcelona, May 14, 2013 (with Eric Sung).

“Raising the Student Voice: Civic Education through Student Driven Engagement.” Engaged Learning Dialogues Lecture Series, Cleveland State University, April 4, 2013.

“From Command to Community: How the New Leadership Connects with the Common Good.” Public Lecture at Discussions of Leadership Public Lecture Series, College of Mount St. Joseph, March 20, 2013.

“Integrating the Common Good.” Workshop for faculty at College of Mount St. Joseph, March 21, 2013.

“Democracy’s Midwife: A Conversation with the Next Generation about the Future of Education.” Workshop with high school students at College of Mount St. Joseph, March 20, 2013.

“Educating Young Citizens: A Workshop for Teachers on Connecting the Classroom with the Community.” Workshop at the Health Foundation of Greater Cincinnati, March 19, 2013.

“Thinking About Our Service: Does Doing Good Always Do Good?” Workshop for college students at College of Mount St. Joseph, March 19, 2013.

“Taking It Home: Advancing Student Leadership in the Next Generation of Engagement.” Keynote Speech at Kentucky Engagement Conference, Western Kentucky University, November 9, 2012.

“Pinning a Butterfly: Do We Want to Institutionalize Student Civic Engagement?” Presentation at Kentucky Engagement Conference, Western Kentucky University, November 9, 2012.

“Educating Global Citizens: Building a Global Studies Program for an Interconnected World.” Presentation at Framingham State University, October 17, 2012.

“Students as Colleagues: New Frameworks for Co-Creating an Engaged Campus.” Symposium presentation at International Research Conference on Service-Learning and Community Engagement (IARSLCE), Baltimore, MD, September 24, 2012 (with Lily Brown, Magali Garcia-Pletsch, Deborah Polin, and Edward Zlotkowski).

“Next Generation Engagement in Higher Education.” Faculty Development Workshop for Rhode Island Campus Compact Faculty Fellows, August 16, 2012.

“From Command to Community: A New Approach to Leadership Education in Colleges and Universities.” Presentation at Future of Community Engagement in Higher Education Summer Research Institute, Merrimack College, June 23, 2012.

“Connecting Workforce Development and Civic Engagement.” Keynote Presentation at Service-Learning and Civic Engagement Conference, Middlesex Community College, CT, April 13, 2012 (with Adam Bush).

“From Command to Community: A New Approach to Leadership Education.” Presentation at Southern Political Science Association Conference, New Orleans, LA, January 12, 2012 (with Adam Bush and Cindy Gibson).

“Community-Based Arts Organizations: Where Students, Mentors, Dreams, and Talents Converge.” Panelist and discussion leader at Arts and Humanities: Toward a Flourishing State, AAC&U Conference, Providence, RI, November 4, 2011 (with Samantha Bergbauer).

“From Command to Community: A New Approach to Leadership Education.” Webinar for International Leadership Association, September 29, 2011 (with Cindy Gibson).

“Next Generation Engagement Research & Pathways in Higher Education.” Workshop at Free Minds, Free People Conference, Providence, RI, July 8, 2011 (with Adam Bush).

“Defining Excellence in International Service-Learning.” Panelist at Institute on Global Service-Learning, Pace University, June 9, 2011.

“Going Global: Re-Framing Service-Learning in an Interconnected World.” Presentation at International Service and Higher Education Conference, Washington University in St. Louis, March 31, 2011.

“Free Space Dialogue: The Role of AUC in Egypt’s Future.” Forum at American University in Cairo, March 17, 2011.

“The Citizen Solution: Implementing Community-Based Learning.” Faculty development workshop at American University in Cairo, March, 16, 2011.

“Youth Leadership and Civic Engagement.” Workshop for community leaders at Bldna (Our Country), March 16, 2011.

“Advocating for Increased Service-Learning on Campus.” Workshop at RI Student Summit Sponsored by RI Campus Compact, Roger Williams University, February 5, 2011 (with Adam Bush & Molly Driessen).

“Being Best in Class.” Keynote Speech at Best in Class Conference Sponsored by New England Campus Compact, University of Massachusetts-Amherst, October 2, 2010.

“The Next Generation of Engagement.” Workshop at Best in Class Conference Sponsored by New England Campus Compact, University of Massachusetts-Amherst, October 2, 2010 (with Adam Bush).

“Educating for Global Citizenship.” Lecture at 2010 American Studies Summer Institute on The U.S. and the World, JFK Presidential Library, Boston, MA, July 23, 2010.

“Next Generation Engagement: Undergraduates, Graduate Students, and Early Career Faculty.” Workshop at Civic Studies, Civic Practices Conference, Medford, MA, July 23, 2010 (with Adam Bush, Cecilia Orphan, Margaret Post, and John Saltmarsh).

“What is the Future of Civic Engagement in Higher Education? Next Generation Engagement.” Workshop at American Democracy Project Conference, Providence, RI, June 20, 2010 (with Tim Eatman, Emily Janke, Cecilia Orphan, Jessica Reading & John Saltmarsh).

“Acting Locally in a Flat World.” Webinar for New England Campus Compact, April 23, 2010 (with Bridget Landry and Jessica Reading).

“Creating Community Connections: Service-Learning and Global Citizenship.” Workshop for K-12 Educators Sponsored by Primary Source, Watertown, MA, March 18, 2009 and October 16, 2009.

“What Now? 1932: The Highlander Center Opens its Doors.” Panel Presentation for Action Speaks: Underappreciated Dates that Changed America, October 14, 2009.

“Everything Old is New Again: Why Community Matters for Engaged Scholarship.” Early Career Award Paper Presentation at International Research Conference on Service-Learning and Community Engagement (IARSLCE), Ottawa, Canada, October 12, 2009.

“The Next Generation: The Future of Service-Learning Research and Practice.” Workshop at International Research Conference on Service-Learning and Community Engagement (IARSLCE), Ottawa, Canada, October 11, 2009 (with Liza Pappas).

“The New Leadership: Civic Engagement and the Revitalization of Democracy.” Paper Presentation at International Research Conference on Service-Learning and Community Engagement (IARSLCE), Ottawa, Canada, October 10, 2009.

“Infusing International Experiences into the Curriculum.” Faculty seminar for International Week, Providence College, September 29, 2009.

“Beyond the Ballot Box: Advancing a New Politics.” Workshop at Teaching for Democracy Faculty Institute, College of Holy Cross, November 17, 2008.

“Institutionalizing Civic Agency.” Panel presentation at AASCU Civic Agency Institute sponsored by the Center for Democracy and Citizenship, University of Minnesota, November 6, 2008.

“Leadership Education and the Revitalization of Democracy.” Lead Organizer for National Symposium on the Role of Colleges and Universities in Developing Student Leadership through Civic Engagement, Miami University, May 28-30, 2008.

“Co-Creating a Global Studies Research Agenda: Students as Colleagues.” Keynote Speech at First Global Studies Student Research Symposium, Providence College, April 5, 2008.

“Students as Colleagues.” Workshop at Denver Campus Compact Anniversary Meeting on Sustaining Engagement, Denver, Colorado, February 15, 2008 (with Stephanie Lee, Stephanie Raill, and Angela VanHorn).

“Why Community Matters: Connecting Leadership Education and Civic Life.” Conversation with Author at International Leadership Association Annual Global Conference, Vancouver, Canada, November 3, 2007.

“Acting Locally in a Flat World: Global Citizenship and the Democratic Promise of Service-Learning.” Invited Visioning Paper at Campus Compact’s 20th Anniversary Celebration, Chicago, IL, October 17, 2006 (with Rick Battistoni).

“Acting Locally in a Flat World: Global Citizenship and the Democratic Promise of Service-Learning.” Paper Presentation at Annual International Service-Learning Research Conference, Portland, OR, October 14, 2006 (with Rick Battistoni).

“Students as Colleagues: Expanding the Circle of Service-Learning Leadership.” Presentation at Annual International Service-Learning Research Conference, Portland, OR, October 13, 2006 (with Abby Kiesa and Dilafruz Williams).

“Civic Leadership: Students Solving Public Problems.” Workshop at Perlmutter Leadership Conference, Miami University, September 29, 2006.

“Students as Colleagues: Students Creating an Engaged Campus.” Workshop at Perlmutter Leadership Conference, Miami University, September 29, 2006.

“Acting Globally through Local Community Engagement.” Workshop at Bonner Foundation Global Summit, Defiance College, June 1, 2006 (with Ross Meyer).

“Place Matters: A Neighborhood Approach to Learning, Community, and Democracy.” Keynote Speech at Neighborhood Learning Community West Side Conference, St. Paul, Minnesota, May 1, 2006.

“Student Civic Engagement, Democratic Practice, and Multicultural Education: Making the Connections.” Workshop at Quest for Community: Exploring Diversity in Higher Education Conference, Wright State University, April 28, 2006.

“Citizenship and Civic Engagement.” Training for Rhode Island Americorps and VISTA members. Providence, R.I., May 6, 2005 (with Rick Battistoni).

“Youth Civic Engagement.” Keynote Speech at Illinois Day at the Statehouse, Springfield, IL, April 10, 2005.

“How to Lobby.” Workshop at Illinois Day at the Statehouse, Springfield, IL, April 10, 2005.

“Campus Change for Civic Engagement.” Training sponsored by Maine Campus Compact, University of Southern Maine, March 22, 2005.

“The Role of the US in the World.” Workshop in Dialogue Series at Rockford College, April 26, 2004.

“The Snare of Preparation: Exploring Our Vocational Work.” Workshop at What Citizen Jane Can Teach Us: An International Conference on Higher Learning and Democracy, Rockford College, April 26, 2004 (with Gary Daynes).

“Education (in the Community) for Democracy: Jane Addams and the Civic Mission of Higher Education.” Paper presented at What Citizen Jane Can Teach Us: An International Conference on Higher Learning and Democracy, Rockford College, April 25, 2004.

“Finding Your Voice, Raising Our Voices: Students Creating an Engaged Campus.” Workshop at Demonstrating the Public Value of Higher Education Conference, Worcester, Massachusetts, April 16, 2004 (with Abby Kiesa).

“Dialogue on Building Power.” Workshop at Changing the University Landscape through Student Action, Power, and Voice Conference, Worcester, Massachusetts, April 15, 2004 (with Abby Kiesa).

“A National Movement? Civic Leadership and Civic Engagement.” Keynote Speech at Ripples of Civic Engagement Conference, New York Campus Compact, Nazareth College, Rochester, New York, April 3, 2004.

“Who Besides Dewey? Jane Addams and the History of Community Service-Learning.” Workshop at COOL Conference, Philadelphia, PA, March 12, 2004.

“Jane Addams and the History of Community Service-Learning.” Workshop at PHENND Movement Summit, Philadelphia, PA, January 23, 2004.

“Service and Politics: Ideas, Perceptions, and Attitudes.” Moderator at Why Young Americans Hate Politics: From the Horses’ Mouth Conference, Wingspread Conference Center, Racine, WI, January 8, 2004.

“Civic Leadership for the 21st Century.” Keynote Speech at University of Maine Augusta Student Leadership Conference, November 22, 2003.

“Who Besides Dewey? Jane Addams and the Origins of Service-Learning Practice in the United States.” Paper presented at the International K-H Service-Learning Research Conference, Salt Lake City, Utah, November 8, 2003 (with Gary Daynes).

“Civic Engagement of Higher Education Students.” Presentation at the International K-H Service-Learning Research Conference, Salt Lake City, Utah, November 7, 2003 (with Shelley Billig & Steve Meyer).

“Raise Your Voice Training.” Training sponsored by Kansas Campus Compact, Junction City, Kansas, October 23-24, 2003; Ohio Campus Compact, Ohio State University, October 18, 2003; Montana Campus Compact, Billings, Montana, September 27-28, 2003; Texas Campus Compact, Austin, Texas, January 24-25, 2003.

“Civic Engagement Training.” VISTA pre-service training sponsored by New Hampshire and Maine Campus Compact, University of New Hampshire, July 24, 2003.

“The Contested Meaning of Civic Engagement.” Workshop at Education Leadership Colloquium, Denver, CO, July 16, 2003 (with Richard Battistoni & Joseph Kahne).

“Leadership and Conflict.” Workshop for Brown University Summer Leadership Program, July 14, 2003.

“Measuring Youth Civic Engagement.” Workshop at Points of Light Conference, Baltimore, MD, June 10, 2003.

“Student Movement Summit.” Workshop at the Highlander Center, June 6-8, 2003 (with Ben Gebre-Medhin, Ariane Hoy, & Abby Kiesa).

“Apathy and Activism: Student Action for Change.” Panel presentation at Sixth Annual Continuums of Service Conference, Bellevue, WA, April 10, 2003 (with Dick Cone).

“Raise Your Voice- A Student Panel Discussion.” Panel presentation at Rhode Island Statewide Student Leadership Summit, Rhode Island Office of Higher Education, Providence, RI, April 5, 2003.

“War in Iraq- How should students respond?” Workshop at New England Regional Conference, Worcester, MA, April 4, 2003 (with Tylea Richard).

“Connecting Student Service to Advocacy.” Workshop at New England Regional Conference, Worcester, MA, April 4, 2003 (with Abby Kiesa).

“Higher Education: Part of the Problem or Part of the Solution?” VISTA training, Worcester, MA, April 3, 2003 (with Amy Pettine).

“What is Civic Engagement?” Workshop at Maine Campus Compact, University of Maine-Bangor, March 19, 2003.

“Creating a New Student Politics.” Workshop at COOL Conference, Cleveland State University, March 14, 2003.

“Citizenship Schools, Civil Rights, and Democratic Education.” Workshop at Learning the Lessons from Social Movements Conference, Miami Dade Community College, Miami, Florida, February 22, 2003.

“Affirmative Action and Diversity in Higher Education.” Workshop at St. Anselm’s Institute for Politics, New Hampshire, February 15, 2003 (with John Crews).

“Creating a New Student Politics.” Workshop at Ninth Annual Service Learning Institute, Orlando, Florida, November 18, 2002.

“Younger Americans’ Civic and Political Behavior.” Presentation at the Grantmaker Forum- Calling the Nation to Serve, Washington, DC, November 15, 2002 (with Scott Keeter).

“Student Civic Engagement Campaign.” Workshop at the National Summit of Campus Compact, Providence, RI, November 8-9, 2002.

“Student Voice and Power.” Workshop at the National Summit of Campus Compact Pre-Conference, Providence, RI, November 7, 2002 (with Dick Cone & Abby Kiesa).

“Maximizing Student Impact: Student Civic Engagement and Connections to the Larger Movement.” Workshop at Minnesota Community Service Director Conference, Farmington, Minnesota, September 23, 2002 (with Abby Kiesa).

National Student Summit, Lead Conference Organizer, Wingspread Conference Center, September 20-22, 2002.

“Student Civic Engagement Learning Circle.” Workshop at Educators for Community Engagement National Gathering, Salish-Kootenai Tribal College, Pablo, Montana, June 27, 2002 (with Piyali Dalal).

“The Voice and Power of Students.” Pre-Conference Workshop at the National Gathering, Pablo, Montana, June 27, 2002 (with Piyali Dalal).

“Fostering Student Civic Engagement.” Keynote Speech at Empowering the Infrastructure and the Community Conference sponsored by Texas & Oklahoma Campus Compact, Dallas, Texas, June 12, 2002.

“What is Civic Engagement? Mapping and Promoting Student Civic Engagement.” Workshop at Community Service Directors Conference on Service Learning and Civic Engagement, Orlando, Florida, June 6, 2002.

“Community Building Skills for a New Student Political Movement.” Workshop at COOL Movement Summit: Learning the Lessons from Social Movements, Dartmouth College, Hanover, NH, May 11, 2002.

“The Settlement House Movement and the Citizenship Schools: How Educational Institutions Can Be Powerful Leaders for Community Change.” Workshop at COOL Movement Summit, Dartmouth College, Hanover, NH, May 11, 2002.

“Student Civic Engagement Campaign: Students Rebuilding the Democracy.” Pre-conference workshop at Activists, Intellectuals, Servants Together Continuums of Service Conference, Portland, Oregon, April 16, 2002.

“Citizenship: Would You Pass?” Workshop at COOL Conference, Moorehouse College, Atlanta, GA, March 15, 2002 (with Kong Her).

“Student Voice and Power: Can Students Create a New Student Political Movement?” Workshop at COOL Conference, Moorehouse College, Atlanta, GA, March 15, 2002.

“The Citizenship Project.” Presentation at Allies for Justice Institute sponsored by Headwaters Fund, Augsburg College, June 12, 2001.

“Citizenship: Will You Pass?” Presentation at Minnesota Advocates for Human Rights Conference Mirrors and Prisms, University of Minnesota, December 9, 2000 (with Kong Her, Sher Ly, & Mang Vang).

“Youth and Citizenship.” Presentation at Youth Citizenship Action Conference sponsored by the Arsalyn Foundation, Denver, CO, July 15, 2000 (with Kong Her & D’Ann Lesch).

“Learning Circle.” Retreat for City of Lakes AmeriCorps, April 7– 9, 2000 (with John Wallace).

“Mapping Your Issue.” Workshop at Youth as Citizens Today sponsored by Wisconsin 4-H, Madison, WI, June 25, 1999.

“Learning Circle.” Workshop at Campus Community Connections Conference sponsored by St. John's University and the College of St. Benedict, St. Cloud, MN, June 4, 1999 (with John Wallace & Terri Wilson).

“Learning Circle.” Workshop at Campus / Community Summit sponsored by Minnesota Campus Compact and Minnesota Council on Non-Profits, University of St. Thomas, April 12-13, 1999 (with John Wallace & Terri Wilson).

“Building Effective Teams.” Workshop at Youth Building Community Conference sponsored by Minnesota 4-H, Eden Prairie, MN, February 27, 1999.

“Education for Social Change.” Workshop at STAND and Deliver Conference sponsored by Minnesota Campus Compact, University of St. Thomas, St. Paul, MN, October 17, 1998 (with Gunnar Liden & Terri Wilson).

“Education and Social Change.” Workshop at AmeriCorps Annual Training, Concordia College, St. Paul, MN, March 6, 1998 (with Jennifer O’Donoghue).

“Service as Praxis.” Workshop at Invisible College National Gathering, Indianapolis, IN, June 1996 (with Margi Clifford, Chris Drury, thomas king & Hugh Lena).

ADVISORY / COMMITTEE WORK

Commissioner , Serve Rhode Island Board of Directors	<i>2011 - Present</i>
Member , Welcoming R.I. Statewide Advisory Committee	<i>2011-Present</i>
Chair , Global Studies Advisory Committee, Providence College	<i>2008 - Present</i>
Member , International Programs Advisory Committee, Providence College	<i>2009-Present</i>
Member , Civic Engagement Core Curriculum Sub-Committee, Providence College	<i>2011-Present</i>

Member , Public/Community Service Curriculum Review Committee, Providence College	2008 - Present
Chair , Global Studies Faculty Search Committee	2013
Chair , Instructional Facilities Advisory Committee, Providence College	2011-2012
Chair , Global Studies Adjunct Faculty Search Committee	2012
Co-Chair , Global Studies Student Research Symposium, Providence College	2008-2011
Member , Faculty Senate, Providence College	Spring 2011
Member , Committee on Academic Affairs, Providence College	Spring 2011
Chair , Global Studies Curriculum Review Committee, Providence College	2008 - 2009
Member , Sociology / Global Studies Faculty Search Committee	2008
Reviewer , <i>Michigan Journal for Community Service Learning</i>	2007 - Present
Reviewer , International Research Conference on Service-Learning and Community Engagement	2009
Reviewer , Routledge Press	2009
Co-Chair , Leadership Steering Committee, Miami University	2006 - 2008
Co-Chair , CHANGE Living and Learning Community Advisory Committee, Miami University	2007 - 2008
Member , Western Interdisciplinary Program Curriculum Design Committee, Miami University	2006 – 2008
Proposal Coach , Case Foundation	2007
Advisor , UPenn's Center for Community Partnerships, Catalyzing School Reform Project	2005-2006
Advisory Board Member , Project 540	2002 - 2004
Advisory Board Member , U of MN Task Force on Civic Engagement	2000 - 2002
Board Member , Minnesota Campus Compact	1999 - 2001
Learning Partner , Jane Addams School for Democracy	1997 - 2002
Democracy Coach , Citizenship Group	2000 - 2002
Founding Member , Hopework Folk School	2000 - 2002
Democracy Coach , Public Achievement, Humboldt High School	1997 - 2002
Fundraiser , Earthquake relief efforts in El Salvador	2001

FACULTY SEMINARS

Interdisciplinary Faculty Seminar on “Justice,” Providence College, 2012-2013.

Faculty Seminar in India on “21st Century Megacities and Villages,” sponsored by the Council on International Educational Exchange (CIEE), Summer 2013.

Faculty Seminar on the Teaching of Writing, Providence College, 2012-2013.

Interdisciplinary Faculty Seminar on Student Engagement, Providence College, 2010-2011.

Faculty Seminar in Nicaragua on “Revolution and Neo-Liberal Reform in Nicaragua,” sponsored by the Council on International Educational Exchange (CIEE), Summer 2009.

GRANTS / CONTRACTS

2013: Kettering Foundation, \$7,500. PI for research grant to explore “deliberative pedagogy and collaborative engagement.”

2012: Kettering Foundation, \$5,500. PI for research grant to explore “deliberative pedagogy and community engagement in higher education.”

2011: Providence College Center for International Studies, \$20,000 (Pass through grant from Banco Santander). Co-PI for Visualizing Peace and Justice in Ecuador Service Engagement Trip.

2010: Providence College Student Engagement Advisory Committee, \$2,000 (Pass through grant from the Davis Foundation). Co-PI for implementation of community-based arts course with local youth.

2010: Providence College Student Engagement Advisory Committee, \$8,000 (Pass through grant from the Davis Foundation). Co-PI for implementation of e-portfolios in the Global Studies program.

2007: McCormick Foundation, \$65,000. PI for national symposium on “leadership education and the revitalization of democracy.”

2007: Kettering Foundation, \$20,000. PI for research grant to explore “community politics and public leadership.”

2006: Miami University Parents Council, \$4,000. PI for community-based art project in Hamilton, OH.

2006: Kettering Foundation, \$20,000. Research Associate contract for ongoing research on civic education.

2005-2006: Co-authored \$126,000 grant to individual donor for the University of Pennsylvania’s Center for Community Partnerships on Catalyzing School Reform.

2004-2005: Center for Information & Research on Civic Learning & Engagement (CIRCLE), \$20,000 (Pass through grant from the Carnegie Corporation of New York). PI for grant to fund dissertation writing and working paper on role of community in the civic mission of schools and civic education.

2002-2004: The Pew Charitable Trusts, \$2.8 million. Played supporting role in writing the grant, then directed all aspects of the youth civic engagement grant for Campus Compact.

2004-2005: The Princeton Review / Random House, \$7,500. Developed concept, directed project, and edited guidebook on colleges and universities’ commitment to civic engagement for prospective college students entitled *Colleges with a Conscience* for Campus Compact.

2004: MTV. Developed concept and directed project for \$5,000 Public Service Scholarship contest with MTV’s TRL (Total Requests Live) show for Campus Compact.

2004: McCormick Foundation, \$47,000. PI for grant for national student voice lessons learned conference and follow-up for Campus Compact.

2002: Johnson Foundation. PI on grant for gathering of national student organizations at the Wingspread Conference Center in Racine, WI for Campus Compact.

2001: University of Minnesota Task Force on Civic Engagement, \$7,500. Authored grant for youth civic engagement project with local high school youth.

1999: Aarsalyn Foundation. Contract to help plan national youth conference, “Youth Citizen Action,” including researching and interviewing youth leadership and civic development organizations to determine conference program.

1998: Center for Urban & Regional Affairs, University of Minnesota, \$5,000. Authored grant to conduct evaluation of Jane Addams School.

1998: St. Martin's Table, \$3,000. Authored grant for donations from local restaurant for partnership with Jane Addams School, a local CSA farm, and a local food shelf.

TIFFANY M. GALVAO

67 Magnolia Street, Cranston, Rhode Island 02910

401-623-1176

tiffany.m.galvao@gmail.com

Experienced finance professional known for taking initiative and effectively functioning with minimal direction. A critical thinker, able to support thought and theory through sound logic and in-depth analysis. Operates strategically to see the big picture while comfortable analyzing detail to identify opportunities and drive results. *Core competencies include:*

- Forecasting/Budgeting
- Change Management
- Business Support
- Project Management
- Financial Modeling
- Reporting
- Data Analysis
- Accounting
- Capital Management

PROFESSIONAL EXPERIENCE

CVS Caremark

Manager – Financial Planning & Analysis

- Provided financial oversight to the Chief Human Resource Officer (CHRO) and Sr. Vice President of Property Management in the day to day management of their organizations
- Managed a team of three analysts in supporting over \$4B of expense
- Lead budget process; develop annual targets, aligning departmental needs with corporate strategy

Woonsocket, Rhode Island

Feb. 2014 – Present

Senior Consultant – Financial Planning & Analysis

- Collaborated with senior management and business leaders to facilitate departmental budgets and forecasts
- Partnered directly with business leaders to identify potential risks/opportunities and influence financial results
- Implemented improvements and automated financial models to streamline planning processes which increased bandwidth to provide value-added analysis to impact business decisions

Sep. 2011 – Feb. 2014

APC by Schneider Electric

Senior Financial Analyst

- Financial oversight of a rolling five quarter \$800+ million target and forecast for support function costs; Managed variance analysis and operating expense review
- Directed Finance shared services team in Philippines to create accurate and timely consolidation of operating expenses resulting in increased transparency of spend and enhanced reporting
- Prepared monthly senior management presentations on financial results
- Selected by Schneider Electric Management to participate in FELIX Leadership Development Program

West Kingston, Rhode Island

Mar. 2011 – Sep. 2011

Senior Corporate Accountant

- Managed the work of international associates in order to create efficiencies in corporate consolidation of 30+ countries
- Provided insightful analysis around capital expenditures and the employee stock purchase plan which resulted in process improvements and cost savings

Dec. 2009 – Mar. 2011

Corporate Accountant

- Coordinated monthly, quarterly and year-end close process and served as liaison with external audit during quarterly review

Oct. 2008 – Dec. 2009

Bank of America

Senior Operations Analyst (Staff Accountant)

- Maintained Fixed Asset and Depreciation records, prepared monthly reconciliations and coordinated the completion of periodic internal and external audits

Providence, Rhode Island

Jun. 2007 – Oct. 2008

Liberty Mutual Group

Associate Portfolio Analyst

- Researched and analyzed business problems to support high-impact management decisions regarding growth And profitability
- Analyzed data using quantitative techniques to derive insights and make actionable recommendations around target customer groups

Portsmouth, New Hampshire

Jun. 2006 – Mar. 2007

EDUCATION

Brown University

Double Major: **Applied Mathematics & Business Economics**
Bachelor of Arts

Providence, RI

May 2006

DAMIAN J. EWENS

205 Wentworth Ave Cranston, RI 02905
(401) 256-1056 damianewens@gmail.com

Education:

Stanford University Stanford, CA
Stanford Teacher Education Program
MA Education, June 2003
CA professional Clear Single Subject in Mathematics with CLAD emphasis (CA Language and Academic Development-Credentialed to teach English Language Learners)

Santa Clara University Santa Clara, CA
BS Economics, June 1999
Economics Club member
Pi Kappa Alpha Sergeant-at-Arms
Santa Clara University Lacrosse team member

University of New South Wales Sydney, Australia
Coursework in linguistics and anthropology as a foreign student, Jan.-June 1995

Experience:

Achievery Providence, RI
President and Chief Executive Officer June 2012 through present
Leads business development, client outreach and open education initiatives.

Providence After School Alliance (PASA) Providence, RI
Founding Director of The Hub, the high school initiative of PASA 2009-2013
Directs all strategic and programmatic initiatives of The Hub. Oversaw multi-year education policy initiative with the Providence Public Schools resulting in first-of-its-kind high school graduation credit policy and process for learning anytime, anywhere. Directs the development of web and other technology platforms including award winning digital badge initiative to support learning anytime, anywhere. Oversees citywide afterschool Expanded Learning Opportunities programming. Manages a team of educators, technologists and school administrators to deliver Hub mission. Represent PASA at various national conferences including National Afterschool Alliance, Digital Media Learning, and Best Out-of-School Time Conference.

Big Picture Learning (BPL) Providence, RI
Special Projects Manager June 2007- August 2009
Responsible for organization's overall strategic initiatives including communications, board development, educational goals and fundraising. Responsible for communicating the mission of BPL to national and international education leaders, the media, prospective donors and the general public. Direct all media-related activities (BPL news, production materials, activation of online web presence, branding process and strategic planning) for BPL network of 100 schools in the U.S. and abroad. Manage development activities, e.g., grant writing, events, cultivation of major donors and foundations, soliciting Board and community support, in concert with mission and goals of BPL. Directed workshops for new BPL principals and teachers in Philadelphia, Providence, Seattle, and San Diego. Co-ordinate annual conference for national and international educators interested in BPL. Represent BPL at various national meetings of educators, e.g. National Association of Charter School Authorizers, Coalition of Essential Schools Fall & Spring Forums, Alternative High School Initiative Spring Convening. Direct a national partnership between BPL and Youth Venture

involving a three- year scale up of a national social entrepreneur program within the BPL schools network. Supervise on site Youth Venture VISTA volunteers.

The Met School

Providence, RI

Teacher/ Advisor

2003-2007

Responsible for all aspects of fifteen students' high school education. Developed and implemented individualized learning plans. Created curricula for and delivered group and individual instruction in all subject areas. Facilitated internship experiences and established parent involvement. Structured multi-grade mathematical activities in conjunction with real-world learning experiences. Addressed the emotional health of the students and provided college counseling. Collaborated with all staff and teachers on individual and group needs relating to all aspects of student growth. Founded and managed the Met Trailer, a student-run small business and arts incubator on wheels. Directed collaborative programs between The Met School and The Steelyard, an arts-based non-profit, including ongoing internships and regular student classes.

St. Cyprian School.

Sunnyvale, CA

Math/ Science Teacher

Aug 1999-June 2001

Taught 6, 7 and 8th grade mathematics and science. Promoted and organized the restructuring of junior high curriculum. Led the rewrite for Student Outcomes and Standards in mathematics. Taught 8th grade Religion and Language Arts.

Stanford Law School Streetlaw Program.

Santa Clara, CA

Volunteer Teacher

Oct-Nov 2000

Led class discussions around relevant legal issues with juvenile detainees within the Santa Clara Juvenile Hall.

Community Activities and Interests

Awards

Principal Investigator and Winner of the Digital Media Learning Competition 2012 supported by Macarthur Foundation, HASTAC and Mozilla

Winner Media Maker Award at the 2012 Mozilla Festival in London, UK

Professional Organizations

'11-present

Board member of Downtown Providence Parks Conservancy

'09-'12

Board Member of Citizens for a Better Providence

'09-'11

Advisory Board member for Woolly Productions Inc.

'07-'09

Monohasset Condo Association Vice-President and Board Member

The Get Lively Experiment

Providence, RI

Founder, Event Producer and DJ

2007-present

Work with individuals, organizations, businesses and cities who are looking to activate underutilized urban spaces or innovate around sustainable energies.

Performed at RISD Ball 2012, Firehouse 13, The Salon, Gallery 104, Woolly Fair 2008-2011, Monohasset Mill, Providence Preservation Society's Spring Gala, the Apeiron Institute and more.

Providence Dawn Patrol

Co-Founder

2009-present

Manage regional surf outings and industry events. Facilitate relationship and events with Institute for Nonviolence's Extreme Sports Initiative connecting urban youth to the ocean through surfing.

References:

Hillary Salmons Executive Director of Providence After School Alliance hsalmons@mypasa.org 401 490-9599

Elliot Washor Co-Founder of Big Picture Learning 2007-09 ewashor@aol.com 401-374-4664

Monica Valle former student and current Rhode Island College student monica_vll@yahoo.com 401 461 0226 or 401 261 4878

Draft Bylaws – Appendix III

Academy of Global Studies **Board Procedures and Governance**

Board Composition

The board will consist of members with a diverse skill set that support the mission of the school. Education experts who have experience and/or knowledge for the grade levels served, and experts familiar with assessment and student data will be selected to serve on the board. Experts from the collegiate level will also serve to provide guidance and support future articulation agreements and student college preparedness. Another critical expert area will be financial, both in the non-profit and profit sector. This area of expertise will assist the school's leaders with budget, financial policies and sustainability. The Board will seek to maintain, or recruit, a lawyer to serve on the Board for guidance and legal counsel.

Board Size

The inaugural Board will be composed of eight members. The Board will increase to no more than 11 members; additional members will possess a skill set needed, which may not be fulfilled by a current board member, or may be needed due to a vacancy.

Board Recruitment, Appointment, and Operation

The inaugural Board members will each serve a three or four-year term. The Board will develop a recruitment strategy, which ensures that the diversity of expertise amongst members is maintained, for consistency and institutional memory. Potential Board members will be invited to attend a Board meeting, tour the school, and meet with the Executive Director, who will share the most recent Strengths, Weaknesses, Opportunities, and Threats (SWOT) of the school. If the individual accepts Board appointment the new candidate will serve a probationary quarter.

Board Training

Annually, the Board will engage in training as it relates to the Board and the schools' need, i.e. conducting board meetings, conflict of interest workshops, regulations of charter schools, etc. The Board is responsible for being familiar with the most current Roberts Rules of Order. All agendas and minutes will be provided to the Board members; a hard copy will be archived at the school and an electronic copy will be placed on the schools website.

Board Meetings

Board meetings will be held monthly, with a hiatus in July, to conduct business and receive updates. The secretary of the Board will provide the agenda and attachments one week before the scheduled meeting. The meetings will be public and will convene in executive session prior to the public meeting. The secretary will distribute the minutes to the Board members within 72 hours after the meeting; once approved by the board they will be published to the public. In October of each year, the Board will host the State of the School meeting.

Board Member Agreement

Board members will be required to sign a written agreement prior to being granted voting privileges. The Board will reach consensus and create an agreement.

Board Positions and Terms:

There is no limit to how many times a Board member can serve in a position.

Chair - The inaugural chair will serve for 4 years; after that each term will be 2 years. The chair is responsible for ensuring all regulations and policies are followed by the Board.

Secretary – The inaugural secretary will serve for three years; after that each term will be for 2 years. S/he is responsible for publically posting the agenda of the upcoming meeting, working with the chair to create the agenda, capturing the minutes of the meetings, and sending to Board for approval prior to public posting.

Filing Coordinator – Is required to support the responsibilities of the Open Meetings Law; S/he will serve a two-year term.

Faculty representative – Will serve a two-year term. The faculty representative must be currently employed at AGS.

Parent representative – Will serve a two-year term. His/her child must be currently enrolled at AGS.

Community/partner representative – Will serve a two-year term.

Academy of Global Studies
Bylaws

At the first meeting the Board of Directors will establish the standing bylaws. The bylaws will include language around:

Purpose of Corporation and its non-profit status

Name: Academy of Global Studies

Mission: To prepare students to become globally competent citizens

Type of Charter: Independent Charter

Board Composition: The inaugural board has eight members. The minimum number of Board members will be seven and the maximum will be eleven. The officers include chair, secretary, filing coordinator, faculty representative, parent representative, and community/partner representative.

Powers and Duties:**General Oversight**

The board will be responsible for creating policies that support and advance the vision and mission of AGS and building the infrastructure and oversight mechanisms that allow the school to focus on students and their achievement. The Board of Directors are accountable to the Rhode

Island Board of Education for their action and performance. The Board must understand and comply with Rhode Island state laws and regulations, federal laws and regulations applicable to public entities, and the accountability system implemented by the Office of Charter Schools of the Rhode Island Department of Education. The standards that will be evaluated for accountability are academic performance, conditions for school success, and organizational strength and viability.

Academic Oversight

The Board will ensure the mission of AGS is fulfilled, its students achieve academic success, funds are managed appropriately, and the charter is renewed annually. Board members are required to know and support the mission of AGS. Goals will be set by the Board annually for the implementation of the school's mission, monitoring student learning, and continuous improvement with a quarterly tracking system.

Fiscal Oversight

The Board is responsible for ensuring the financial well being of the school, establishing policies and practices that are in compliance with statutory requirements, and providing sufficient oversight to ensure that policies are followed. The Board will have a finance subcommittee charged with conducting general oversight of fiscal operations, development of the annual budget and establishment of policies and procedures to meet auditing requirements, in addition to but not exclusive of funds from the Charter School Program (CSP), Title I, etc. The finance subcommittee will also seek to keep the school solvent, with reserves established as deemed appropriate in line with RIDE requirements.

During the first two years, the Executive Director of AGS will be responsible for the oversight and management of the finances at the school. During this time, the Board chair, or designee, will serve as the second signatory on the transfer, payment and receipt of funds to AGS. During the fourth year, a Chief Financial Officer (CFO) will be hired. All fiscal responsibility and oversight will be transferred to the CFO and the Executive Director will serve as the second signatory on the account. Annually, the operational budget will be reviewed and accepted by the Board and a copy will be provided to RIDE Office of Charter Schools. Quarterly monitoring of AGS financial operations will be reviewed, actual versus budgeted revenue (16-77.2-8) and recommendations for adjustments will be presented to the Board. Annually, an external audit will be conducted; a copy will be kept in the school archives and one will be sent to RIDE Office of Charter Schools.

The Executive Director will submit a quarterly report to the State Office of Municipal Affairs certifying the status of the district charter school budget (16-77.2-8). Once the CFO is hired, this will become his/her responsibility. In accordance with charter school reporting, the quarterly reports shall be in a format prescribed by the State Office of Municipal Affairs and the State Auditor General. The reports shall contain a statement as to whether any actual or projected shortfalls in budget line items are expected to result in a year-end deficit, the projected impact on year-end financial results including all accruals and encumbrances, and how the district charter school plans to address any such shortfalls. The Auditor General or the State Director of Administration may petition the Superior Court to order the charter school to file said reports. The Director of Administration may also direct the State Controller and General Treasurer to

withhold any funding to the charter school until the school complies with the reporting requirements. Academy of Global Studies understands that failure to comply with this section shall be cause for the revocation of the school charter.

Operational Oversight

The Board will ensure that key operational elements are in place, implemented, and periodically evaluated for effectiveness. Strategic planning will be a shared responsibility of the Board and school personnel (school management, instruction and instructional support personnel, and other stakeholders) to make sustainability viable. The strategic plan will be less than ten pages and will include the review of the vision and mission, strengths, weaknesses, opportunities and threats (SWOT analysis), annual and long-term goals, and strategies for achieving these goals.

The Board will work with school leaders and external experts to ensure that the school facilities meet the program needs of the school, as well as the health and safety standards established for public schools in Rhode Island. The Board will determine the outstanding resources and financial implications for meeting those needs, and establish a plan, with timeline for addressing them. The Board will share findings with the Board finance sub committee.

The Board will be responsible for ensuring that key policies are in place and implemented, including:

- Human resources – salary structures/pay scales, job descriptions, background check, vacant positions and status of employees
- Student enrollment - outreach and recruitment, lottery procedures, waiting list procedures, record maintenance and enrollment procedures
- Financial policies and procedures – cash management, controls, debt, contracting and procurement policies
- Conflict of Interest policy
- School academic – graduation and retention policies
- School Safety and Security policy
- Student Discipline – discipline, suspension, and bullying and harassment, policies
- Complaint policy

Fundraising

The Board will play a key role in fundraising, utilizing their contacts and expertise to build a group of private and business supporters who can contribute financially, with other resources, or in kind donations.

School Leaders

The Board will have full autonomy for hiring faculty and staff and establishing the criteria, inclusive of required administrator certifications necessary for the various school leader and management positions. They will also create a rigorous selection and interview process to select the school leaders and be responsible for evaluating the Executive Director. Leadership goals will be established for school leaders regarding implementation of the educational standards and creation of an educational environment conducive to learning. Progress monitoring of these goals will occur at different points during the year. In the event of an abrupt change of leadership, the Board will identify an interim leader and then begin the established protocol for filling the

vacancy, as well as inform all stakeholders and the Charter School Office at RIDE. If a leader is in violation of the laws and regulations of their role, s/he will be placed on paid leave while an investigation is conducted. Upon completion of the investigation if the leader is found guilty of the violation, s/he will be immediately terminated from the school community.

Self-Evaluation

The Board will conduct a self-evaluation process annually to identify areas of strength and weakness and work to strengthen its ability to ensure the school is serving the best interest and needs of its students.

Duties of Care and Loyalty

The Board of Directors has a duty of care to the school and must be diligent in fulfilling Board responsibilities and making decisions carefully. The duty of loyalty forbids board members from profiting personally based on their involvement in the school.

Duty of Care

- Always act in the best interest of the school, rather than the interest of any individual
- Always serve the mission of the school and its role in successfully educating children as a primary focus
- Attend Board meetings and participate actively in discussion and decision-making, offering support in areas of particular expertise
- Carefully consider every vote made as a board member, using informed judgment and common sense
- Proactively participate, on a regular basis, in review of the school's charter, budget, code of conduct, financial reports, contracts with outside management organizations, leases for facilities, loan agreements (if any), curriculum, and other significant documents and policies
- Delegate responsibility to qualified staff while making sure the staff implements the Board's decisions as intended
- The Board, as a whole, must make sure that the school is in compliance with applicable state and federal law

Duty of Loyalty

- Not knowingly do anything that would harm the school
- Not vote on any matter in which s/he may have a personal interest, or that creates a conflict
- Follow the charter school's governing documents (articles of incorporation and bylaws), to carry out the charter school's mission and to assure that funds are used for lawful purposes.

Open Meeting Law

- The board will be familiar with rules and regulations of this law

Code of Ethics & Conflict of Interest

- Individual board members will be required to file the annual financial disclosure statement with the Rhode Island Ethics Commission. The chair will ensure that all members of the board are in compliance with required filings. The policy will require the following of board members:
- Submission, by all board members, of an annual financial disclosure statement with the Rhode Island Ethics Commission;
- When a Board member has identified a real or apparent conflict of interest, and he/she does not participate in the review, selection, administration, or voting process the minutes will reflect this. The Board member will file the required statement of conflict with the Rhode Island Ethics Commission;
- The Board will not enter into a lease/rental contract for which any Board member has a real or apparent conflict of interest

Quorum

For a quorum to be reached, 70% of board members must be present. A quorum is required to vote on items, not inclusive of accepting the minutes.

Revision of the Bylaws

Bi-annually, the Board of Directors will review the bylaws. Recommendations for amendment must be in writing and proposed at a board meeting; the following board meeting will serve to answer any said questions on the proposed amendment and a vote will be taken to accept or reject the amendment.

Complaints to the Board

All complaints to the Board must be in writing with a signature. No anonymous complaints will be accepted. Once a written and signed complaint has been provided to the Board, the Board will review and respond with an invitation to the complaint party to meet with the Board in executive session. If a formal decision or action is taken, the vote and action item will be placed in the public minutes.

Departure from the board

Voluntary departure from the board will require a one-month notice in writing to the chair.

Involuntary removal: If a board member is in violation of the bylaws, federal, state or local laws and regulations s/he will be placed on probation while an investigation commences. If s/he is found to be guilty of the violation, s/he will be immediately removed from the board.

School leader job description – Appendix IV

Executive Director Posting and Job Description
Academy of Global Studies
Providence, Rhode Island

Job Details

Posted: June 2015
Application Deadline: Posted until filled
Starting Date: July 2015
Position Type: Full Time
Positions Available: 1
Salaries: Varies with experience and education

Requirements:

Certified with a RI administrative certification
Prior teaching and administrative experience in public, charter or private school
Master degree preferred

Job Description:

- Have a deep understanding of the importance of instructional leadership and model best practices in meeting the learning needs of all students.
 - Understand and demonstrate the leadership skills necessary for effective planning and alignment of resources to meet academically and instructionally focused goals for all students, as well as professional development for the staff.
 - Utilize current research and data, both qualitative and quantitative, for effective decision-making as part of a system of continuous improvement as an internationally focused school
 - Make decisions that are fair and equitable and keep the students and their learning in the center of all they do.
 - Act ethically and responsibly to support the school, its students and the AGS stakeholders
 - Model the use of technology to support their own learning as well as the managerial functions of leadership.
 - Use technology to support data driven decision-making and facilitate ongoing communication with the school community.
 - Provide the necessary leadership, time and resources for job-embedded continuous, intentional professional development that meets the expressed instructional needs of the school community.
- Responsible for all evaluation of leadership utilizing the leadership standards
- Recognize their responsibility to encourage continuing diversity in the recruitment and sustainability faculty and student body.
 - Is an excellent communicator, valuing his/her role as a listener, evidence gatherer, coach and supporter of high caliber learning for all students.
 - Understand that change is a process not an event and allow time and provide support for innovation to be tested and developed into sustainable practice.

This position will be a two-year contract, which can be renewed annually with evidence of accomplishment of position goals.

Application Process: We are strongly committed to hiring a diverse and multicultural staff. Please submit a resume and letter of interest, a personal statement or statement of educational philosophy. Thank you for your interest in this position.

Audit of managing/partnering entity – Appendix V

Form

990-EZ

Department of the Treasury
Internal Revenue Service

Short Form

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code
(except black lung benefit trust or private foundation)

▶ Sponsoring organizations of donor advised funds, organizations that operate one or more hospital facilities, and certain controlling organizations as defined in section 512(b)(13) must file Form 990 (see instructions)

All other organizations with gross receipts less than \$200,000 and total assets less than \$500,000 at the end of the year may use this form

▶ The organization may have to use a copy of this return to satisfy state reporting requirements

OMB No 1545-1150

2012

Open to Public Inspection

A For the 2012 calendar year, or tax year beginning 01-01-2012, and ending 12-31-2012

☐ Check if applicable

☐ Address change

☐ Name change

☐ Initial return

☐ Terminated

☐ Amended return

☐ Application pending

C Name of organization
RPM VOICES OF RHODE ISLAND

Number and street (or P O box, if mail is not delivered to street address)Room/suite

PO BOX 40822

City or town, state or country, and ZIP + 4
PROVIDENCE, RI 02940

D Employer identification number
27-3199495

E Telephone number
(401) 489-9922

F Group Exemption Number ▶

G Accounting Method ☒ Cash ☐ Accrual Other (specify) ▶

H Check ▶ ☐ if the organization is **not** required to attach Schedule B (Form 990, 990-EZ, or 990-PF)

I Website: ▶ N/A

J Tax-exempt status (check only one) — ☒ 501(c)(3) ☒ 501(c) () (insert no) ☐ 4947(a)(1) or ☐ 527

K Check ☐ if the organization is not a section 509(a)(3) supporting organization or a section 527 organization **and** its gross receipts are normally **not** more than \$50,000 A Form 990-EZ or Form 990 return is not required though Form 990-N (e-postcard) may be required (see instructions) But if the organization chooses to file a return, be sure to file a complete return

L Add lines 5b, 6c, and 7b, to line 9 to determine gross receipts If gross receipts are \$200,000 or more, or if total assets (Part II, line 25, column (B) below) are \$500,000 or more, file Form 990 instead of Form 990-EZ ▶ \$ 21,471

Part I

Revenue, Expenses, and Changes in Net Assets or Fund Balances (see the instructions for Part I)

Check if the organization used Schedule O to respond to any question in this Part I ☒

Revenue	1	Contributions, gifts, grants, and similar amounts received	1	8,950
	2	Program service revenue including government fees and contracts	2	12,521
	3	Membership dues and assessments	3	0
	4	Investment income	4	0
	5a	Gross amount from sale of assets other than inventory	5a	
	b	Less cost or other basis and sales expenses	5b	0
	c	Gain or (loss) from sale of assets other than inventory (Subtract line 5b from line 5a)	5c	0
	6	Gaming and fundraising events		
	a	Gross income from gaming (attach Schedule G if greater than \$15,000) .	6a	0
	b	Gross income from fundraising events (not including \$ _____ of contributions from fundraising events reported on line 1) (attach Schedule G if the sum of such gross income and contributions exceeds \$15,000)	6b	0
	c	Less direct expenses from gaming and fundraising events	6c	0
	d	Net income or (loss) from gaming and fundraising events (add lines 6a and 6b and subtract line 6c)	6d	0
	7a	Gross sales of inventory, less returns and allowances	7a	
	b	Less cost of goods sold	7b	0
	c	Gross profit or (loss) from sales of inventory (Subtract line 7b from line 7a)	7c	0
	8	Other revenue (describe in Schedule O)	8	
	9	Total revenue. Add lines 1, 2, 3, 4, 5c, 6d, 7c, and 8 ▶	9	21,471
Expenses	10	Grants and similar amounts paid (list in Schedule O)	10	
	11	Benefits paid to or for members	11	
	12	Salaries, other compensation, and employee benefits	12	
	13	Professional fees and other payments to independent contractors	13	7,200
	14	Occupancy, rent, utilities, and maintenance	14	900
	15	Printing, publications, postage, and shipping	15	
	16	Other expenses (describe in Schedule O)	16	12,814
	17	Total expenses. Add lines 10 through 16 ▶	17	20,914
Net Assets	18	Excess or (deficit) for the year (Subtract line 17 from line 9)	18	557
	19	Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return)	19	2,995
	20	Other changes in net assets or fund balances (explain in Schedule O)	20	
	21	Net assets or fund balances at end of year Combine lines 18 through 20 ▶	21	3,552

For Paperwork Reduction Act Notice, see the separate instructions.

Cat No 10642I

Form 990-EZ (2012)

Part II **Balance Sheets** (see the instructions for Part II)

Check if the organization used Schedule O to respond to any question in this Part II ☐

	(A) Beginning of year	(B) End of year	
22 Cash, savings, and investments	2,995	22	3,552
23 Land and buildings		23	
24 Other assets (describe in Schedule O)		24	
25 Total assets	2,995	25	3,552
26 Total liabilities (describe in Schedule O)		26	
27 Net assets or fund balances (line 27 of column (B) must agree with line 21)	2,995	27	3,552

Part III Statement of Program Service Accomplishments (see the instructions for Part III) Check if the organization used Schedule O to respond to any question in this Part III . <input type="checkbox"/>	Expenses (Required for section 501 (c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts, optional for others)	
What is the organization's primary exempt purpose? to create and provide a musical space for all voices to sing, learn basic rudiments of choral singing, and develop an appreciation of, and build a repertoire of choral music written and or arranged from an African American perspective and experience		
Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. In a clear and concise manner, describe the services provided, the number of persons benefited, and other relevant information for each program title		
28 RPM provides a musical space for all voices to sing, learn basic rudiments of choral singing, and develop an appreciation of, and build a repertoire of choral music written and or arranged from an African American perspective and experience (Grants \$) If this amount includes foreign grants, check here <input type="checkbox"/>	28a	20,914
29 (Grants \$) If this amount includes foreign grants, check here <input type="checkbox"/>	29a	
30 (Grants \$) If this amount includes foreign grants, check here <input type="checkbox"/>	30a	
31 Other program services (describe in Schedule O) (Grants \$) If this amount includes foreign grants, check here <input type="checkbox"/>	31a	
32 Total program service expenses (add lines 28a through 31a) <input type="checkbox"/>	32	20,914

Part IV **List of Officers, Directors, Trustees, and Key Employees** List each one even if not compensated (see the instructions for Part IV)
Check if the organization used Schedule O to respond to any question in this Part IV. ☐

(a) Name and title	(b) Average hours per week devoted to position	(c)Reportable compensation (Forms W-2/1099-MISC) (if not paid, enter -0-)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation
See Additional Data Table				

Part V

Other Information (Note the Schedule A and personal benefit contract statement requirements in the instructions for Part V) Check if the organization used Schedule O to respond to any question in this Part V

		Yes	No
33	Did the organization engage in any significant activity not previously reported to the IRS? If "Yes," provide a detailed description of each activity in Schedule O	33	No
34	Were any significant changes made to the organizing or governing documents? If "Yes," attach a conformed copy of the amended documents if they reflect a change to the organization's name. Otherwise, explain the change on Schedule O (see instructions)	34	No
35a	Did the organization have unrelated business gross income of \$1,000 or more during the year from business activities (such as those reported on lines 2, 6a, and 7a, among others)?	35a	No
b	If "Yes," to line 35a, has the organization filed a Form 990-T for the year? If "No," provide an explanation in Schedule O	35b	
c	Was the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization subject to section 6033(e) notice, reporting, and proxy tax requirements during the year? If "Yes," complete Schedule C, Part III	35c	No
36	Did the organization undergo a liquidation, dissolution, termination, or significant disposition of net assets during the year? If "Yes," complete applicable parts of Schedule N	36	No
37a	Enter amount of political expenditures, direct or indirect, as described in the instructions	37a	
b	Did the organization file Form 1120-POL for this year?	37b	No
38a	Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still outstanding at the end of the tax year covered by this return?	38a	No
b	If "Yes," complete Schedule L, Part II and enter the total amount involved	38b	
39	Section 501(c)(7) organizations Enter		
a	Initiation fees and capital contributions included on line 9	39a	
b	Gross receipts, included on line 9, for public use of club facilities	39b	
40a	Section 501(c)(3) organizations Enter amount of tax imposed on the organization during the year under section 4911, section 4912, section 4955		
b	Section 501(c)(3) and 501(c)(4) organizations Did the organization engage in any section 4958 excess benefit transaction during the year, or did it engage in an excess benefit transaction in a prior year that has not been reported on any of its prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I	40b	No
c	Section 501(c)(3) and 501(c)(4) organizations Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958		
d	Section 501(c)(3) and 501(c)(4) organizations Enter amount of tax on line 40c reimbursed by the organization		
e	All organizations At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If "Yes," complete Form 8886-T	40e	No
41	List the states with which a copy of this return is filed		
42a	The organization's books are in care of JOYCE BRABOY Telephone no (401) 489-9922 Located at PO BOX 40822 PROVIDENCE, RI ZIP + 4 02940		
b	At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)? If "Yes," enter the name of the foreign country See the instructions for exceptions and filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.	42b	No
c	At any time during the calendar year, did the organization maintain an office outside the U S ? If "Yes," enter the name of the foreign country	42c	No
43	Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of Form 1041—Check here and enter the amount of tax-exempt interest received or accrued during the tax year	43	
		Yes	No
44a	Did the organization maintain any donor advised funds during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ	44a	No
b	Did the organization operate one or more hospital facilities during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ	44b	No
c	Did the organization receive any payments for indoor tanning services during the year?	44c	No
d	If "Yes," to line 44c, has the organization filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O	44d	
45a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	45a	No
45b	Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," Form 990 and Schedule R may need to be completed instead of Form 990-EZ (see instructions)	45b	No

		Yes	No
46	Did the organization engage, directly or indirectly, in political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I		No

Part VI

Section 501(c)(3) organizations only

All section 501(c)(3) organizations must answer questions 47-49b and 52, and complete the tables for lines 50 and 51

Check if the organization used Schedule O to respond to any question in this Part VI ☐

		Yes	No
47	Did the organization engage in lobbying activities or have a section 501(h) election in effect during the tax year? If "Yes," complete Schedule C, Part II		No
48	Is the organization a school as described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E . .		No
49a	Did the organization make any transfers to an exempt non-charitable related organization?		No
49b	If "Yes," was the related organization a section 527 organization?		

50 Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees and key employees) who each received more than \$100,000 of compensation from the organization If there is none, enter "None "

(a) Name and title of each employee paid more than \$100,000	(b) Average hours per week devoted to position	(c) Reportable compensation (Forms W-2/1099-MISC)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation
NONE				

f Total number of other employees paid over \$100,000

51 Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization If there is none, enter "None "

(a) Name and address of each independent contractor paid more than \$100,000	(b) Type of service	(c) Compensation
NONE		

d Total number of other independent contractors each receiving over \$100,000.

52 Did the organization complete Schedule A? **NOTE:** All Section 501(c)(3) organizations and 4947(a)(1) nonexempt charitable trusts must attach a completed Schedule A ☐ Yes ☐ No

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	<div>*****</div> <div>Signature of officer</div>			<div>2013-11-11</div> <div>Date</div>	
	<div>JOYCE BRABOY TREASURER</div> <div>Type or print name and title</div>				
Paid Preparer Use Only	Print/Type preparer's name		Preparer's signature MICHAEL AARONSON	Date	Check <input type="checkbox"/> if self-employed PTIN
	Firm's name <div>AARONSON LAVOIE STREITFELD DIAZ & CO PC</div>				Firm's EIN <div></div>
	Firm's address <div>1604 BROAD ST CRANSTON, RI 029054130</div>				Phone no (401) 223-0205
May the IRS discuss this return with the preparer shown above? See instructions <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					

Additional Data

Software ID:
Software Version:
EIN: 27-3199495
Name: RPM VOICES OF RHODE ISLAND

Form 990EZ, Part IV - List of Officers, Directors, Trustees, and Key Employees

(a) Name and title	(b) Average hours per week devoted to position	(c)Reportable compensation (Forms W-2/1099-MISC) (if not paid, enter -0-)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation
MARSHA BROWN Director	0 50	0		
JODI GLASS Director	0 50	0		
MICHAEL REIS Director	0 50	0		
BILL BENOIT Director	0 50	0		
DWIGHT MCDONALD Director	0 50	0		
ALICIA ALEXANDER Director	0 50	0		
DENISE SHEPARD Director	0 50	0		
CHERYL SYLVIA LOPES President	1 00	0		
SUSAN CONNERY Vice President	1 00	0		
JUDITH COVINGTON Secretary	1 00	0		
JOYCE BRABOY Treasurer	1 00	0		
CLARICE THOMPSON Artistic Director	20 00	4,000		

SCHEDULE A
(Form 990 or 990EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

► Attach to Form 990 or Form 990-EZ. ► See separate instructions.

OMB No 1545-0047

2012

Open to Public Inspection

Name of the organization RPM VOICES OF RHODE ISLAND	Employer identification number 27-3199495
--	--

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is (For lines 1 through 11, check only one box)

- 1

☐

A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2

☐

A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E)
- 3

☐

A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4

☐

A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state _____
- 5

☐

An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II)
- 6

☐

A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7

☐

An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II)
- 8

☐

A community trust described in **section 170(b)(1)(A)(vi)** (Complete Part II)
- 9

☒

An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975 See **section 509(a)(2).** (Complete Part III)
- 10

☐

An organization organized and operated exclusively to test for public safety See **section 509(a)(4).**
- 11

☐

An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2) See **section 509(a)(3).** Check the box that describes the type of supporting organization and complete lines 11e through 11h

a

☐

Type I

b

☐

Type II

c

☐

Type III - Functionally integrated

d

☐

Type III - Non-functionally integrated
- e

☐

By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2)
- f

☐

If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box
- g

☐

Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

(i)

A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?

(ii)

A family member of a person described in (i) above?

(iii)

A 35% controlled entity of a person described in (i) or (ii) above?

h

☐

Provide the following information about the supported organization(s)
- | | Yes | No |
|----------|-----|----|
| 11g(i) | | |
| 11g(ii) | | |
| 11g(iii) | | |
- | (i) Name of supported organization | (ii) EIN | (iii) Type of organization (described on lines 1 - 9 above or IRC section (see instructions)) | (iv) Is the organization in col (i) listed in your governing document? | | (v) Did you notify the organization in col (i) of your support? | | (vi) Is the organization in col (i) organized in the U S ? | | (vii) Amount of monetary support |
|------------------------------------|----------|---|--|----|---|----|--|----|----------------------------------|
| | | | Yes | No | Yes | No | Yes | No | |
| | | | | | | | | | |
| | | | | | | | | | |
| Total | | | | | | | | | |
- For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990EZ.

Cat No 11285F

Schedule A (Form 990 or 990-EZ) 2012

Part II

Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)
(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support						
Calendar year (or fiscal year beginning in) ▶	(a) 2008	(b) 2009	(c) 2010	(d) 2011	(e) 2012	(f) Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						0

Section B. Total Support						
Calendar year (or fiscal year beginning in) ▶	(a) 2008	(b) 2009	(c) 2010	(d) 2011	(e) 2012	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						0
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income Do not include gain or loss from the sale of capital assets (Explain in Part IV)						
11 Total support (Add lines 7 through 10)						
12 Gross receipts from related activities, etc (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a 501(c)(3) organization, check this box and stop here ▶						

Section C. Computation of Public Support Percentage		
14 Public support percentage for 2012 (line 6, column (f) divided by line 11, column (f))	14	0 %
15 Public support percentage for 2011 Schedule A, Part II, line 14	15	
16a 33 1/3% support test—2012. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		▶
b 33 1/3% support test—2011. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		▶
17a 10%-facts-and-circumstances test—2012. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test The organization qualifies as a publicly supported organization		▶
b 10%-facts-and-circumstances test—2011. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test The organization qualifies as a publicly supported organization		▶
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		▶

Part IIISupport Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support						
Calendar year (or fiscal year beginning in) ▶	(a) 2008	(b) 2009	(c) 2010	(d) 2011	(e) 2012	(f) Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grants.")			150	15,288	8,950	24,388
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose				8,886	12,521	21,407
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5			150	24,174	21,471	45,795
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						45,795

Section B. Total Support						
Calendar year (or fiscal year beginning in) ▶	(a) 2008	(b) 2009	(c) 2010	(d) 2011	(e) 2012	(f) Total
9 Amounts from line 6			150	24,174	21,471	45,795
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						45,795
14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a 501(c)(3) organization, check this box and stop here <input checked="" type="checkbox"/>						

Section C. Computation of Public Support Percentage		
15 Public support percentage for 2012 (line 8, column (f) divided by line 13, column (f))	15	0 %
16 Public support percentage from 2011 Schedule A, Part III, line 15	16	

Section D. Computation of Investment Income Percentage		
17 Investment income percentage for 2012 (line 10c, column (f) divided by line 13, column (f))	17	0 %
18 Investment income percentage from 2011 Schedule A, Part III, line 17	18	
19a 33 1/3% support tests—2012. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
b 33 1/3% support tests—2011. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3% and line 18 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions <input type="checkbox"/>		

Part IV **Supplemental Information.** Complete this part to provide the explanations required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12. Also complete this part for any additional information. (See instructions).

Facts And Circumstances Test

Explanation

SCHEDULE O

(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

OMB No 1545-0047

2012

Open to Public
Inspection

Name of the organization RPM VOICES OF RHODE ISLAND	Employer identification number 27-3199495
--	--

Identifier	Return Reference	Explanation
Form 990EZ, Part I, Line 16		TRAVEL 954 ADVERTISING AND MARKETING 768 SPECIAL EVENTS 9914 MUSIC LICENSE FEES 458 PROGRAM SUPPLIES 720

Annual report of managing/partnering entity – Appendix VI

2013 Operating Budget						
	Jan	April	July	Oct	Year End	
					Total	
Revenue:						
Expansion Arts	10,000.00				10,000.00	
Annual Appeal	500.00				500.00	
Unrestricted Grants				800.00	800.00	
Unrestricted Sponsorships					-	
Endowment Funds					-	
Misc Revenue (raffles, merchandise sales)				173.00	173.00	
Gospel Brunch Revenue			16,837.00		16,837.00	
Advent Concert Revenue				6,590.00	6,590.00	
January/February Revenue		2,610.00			2,610.00	
NAPI Revenue			3,950.00		3,950.00	
					-	
Total Revenue	\$ 10,500.00	\$ 2,610.00	\$ 20,787.00	\$ 7,563.00	\$ 41,460.00	\$ 41,460.00
Expense:						
Gospel Brunch Expense			10,766.00		10,766.00	
Advent Concert Expense				6,877.00	6,877.00	
January/February Expense		2,890.00			2,890.00	
NAPI Expense			580.00		580.00	
Rent	300.00	300.00	300.00	300.00	1,200.00	
Accounting	60.00	60.00	60.00	60.00	240.00	
Auto drafts -					-	
Adobe Systems	74.98	74.98	74.98	74.98	299.92	
Wufoo	89.85	89.85	89.85	89.85	359.40	
Media Temple	60.00	60.00	60.00	60.00	240.00	
Web domain	75.00	75.00	75.00	75.00	300.00	
ServerRI	100.00				100.00	
Postage	50.00	150.00	150.00	50.00	400.00	
Letterhead and Envelopes	200.00	-	100.00	-	300.00	
Office Supplies	100.00	60.95	100.00	-	260.95	
Insurance				900.00	900.00	
Computer		595.00			595.00	
PO Box	62.00				62.00	
					-	
					-	
					-	
					-	
					-	
					-	
Total Expense	\$ 1,171.83	\$ 4,355.78	\$ 12,355.83	\$ 8,486.83	\$ 26,370.27	\$ 26,370.27
Total Net Operating	\$ 9,328.17	\$ (1,745.78)	\$ 8,431.17	\$ (923.83)	\$ 15,089.73	\$ 15,089.73

2014 Operating Budget						
	Jan	April	July	Oct	Year End	
					Total	
Revenue:						
Expansion Arts	10,000.00				10,000.00	
Annual Appeal	600.00				600.00	
Unrestricted Grants				800.00	800.00	
Unrestricted Sponsorships					-	
Endowment Funds					-	
Gospel Brunch Revenue			17,640.00		17,640.00	
Advent Concert Revenue				6,900.00	6,900.00	
January/February Revenue	500.00				500.00	
Misc Fundraising Revenue		250.00		250.00	500.00	
NAPI Revenue			3,600.00		3,600.00	
					-	
Total Revenue	\$ 11,100.00	\$ 250.00	\$ 21,240.00	\$ 7,950.00	\$ 40,540.00	\$ 40,540.00
Expense:						
Gospel Brunch Expense			11,100.00		11,100.00	
Advent Concert Expense				6,100.00	6,100.00	
January/February Expense		500.00			500.00	
NAPI Expense			500.00		500.00	
Rent	150.00	150.00	150.00	150.00	600.00	
Accounting	60.00	60.00	60.00	60.00	240.00	
Auto drafts -					-	
Adobe Systems	74.98	74.98	74.98	74.98	299.92	
Wufoo	89.85	89.85	89.85	89.85	359.40	
Media Temple	60.00	60.00	60.00	60.00	240.00	
Web domain	75.00	75.00	75.00	75.00	300.00	
ServerRI	100.00				100.00	
Postage	50.00	150.00	150.00	50.00	400.00	
Letterhead and Envelopes	200.00	-	100.00	-	300.00	
Office Supplies	100.00	60.95	100.00	-	260.95	
Insurance				900.00	900.00	
Computer		500.00			500.00	
PO Box	65.00				65.00	
					-	
					-	
					-	
					-	
					-	
					-	
Total Expense	\$ 1,024.83	\$ 1,720.78	\$ 12,459.83	\$ 7,559.83	\$ 22,765.27	\$ 22,765.27
Total Net Operating	\$ 10,075.17	\$ (1,470.78)	\$ 8,780.17	\$ 390.17	\$ 17,774.73	\$ 17,774.73

Draft School Calendar – Appendix VII

Rhode Island public school recognized holidays during the academic year:

- Labor Day
- Columbus Day
- Election Day (during presidential election years)
- Veterans Day
- Thanksgiving day and the day after
- Christmas Day
- New Years Day
- Martin Luther King Jr. Day
- Good Friday
- Memorial Day
- In addition, winter and spring break

Summer Session

August – Teacher Trainings

August - Students Summer Institute

August – Stakeholders Orientation (Board, Faculty, Staff and Community Partners)

August – Faculty retreat

Semester One 90 instructional days

August – Welcome back to school event

August – Student transition program

August – last Monday classes begin

September – Labor day no school

October – Columbus Day no school

October – Professional Development Day 1

November – Election Day (during presidential election year) no school

November – Veterans Day no school

November – Mid semester data analysis

November - Thanksgiving and Day after Thanksgiving no school

December – Christmas Holiday Break no school

January – New Years Day no school

January – Martin Luther King Jr. Day no school

January – End of Semester one

January – Professional development Day 2

Semester Two 90 instructional days

February – Classes begin

February – Winter Break no school

March – Professional Development Day 3

March (April) – Good Friday no school

April – Mid semester data analysis

April – Spring Break no school

May – Memorial Day no school

June – Professional Development Day 4

June – Last Day of School

June – End of school celebration for all stakeholders

Five-year Budget Projection – Appendix VIII

Name of Community	FY2016		FY2017		FY2018		FY2019		FY2020
	#	%	#	%	#	%	#	%	#
Providence	60	100%	120	100%	180	100%	240	100%	300
Total FRL Enrollment	60	100%	120	100%	180	100%	240	100%	300

Fill in the local per-pupil aid amounts by community from RIDE's published projections, which can be found at: <http://www.ride.ri.gov/FundingFinance/FundingSources/StateEducationAid.aspx>. The community enrollment percentages will auto-fill from Table 1. An average local per pupil will be calculated.

Table 4: State Aid

The state aid table will autopopulate with information from the "state aid info" sheet. The table will automatically calculate the state aid for each community, and generate an average per pupil amount.

The state aid table will autopopulate with information from the "state aid info" sheet. The table will automatically calculate the state aid for each community, and generate an average per pupil amount.

	FY2016	FY2017	FY2018	FY2019	FY2020
Total Local	533,820	1,067,640	1,601,460	2,135,280	2,669,100
Total State	656,919	1,313,838	1,970,757	2,627,676	3,284,594
	1,190,739	2,381,478	3,572,217	4,762,956	5,953,694

Total Local	533,820	1,067,640	1,601,460	2,135,280	2,669,100
Total State	656,919	1,313,838	1,970,757	2,627,676	3,284,594
	<u>1,190,739</u>	<u>2,381,478</u>	<u>3,572,217</u>	<u>4,762,956</u>	<u>5,953,694</u>

munity per year.
20
%
100%
100%

mn will calculate
20
%
100%
100%

Community names	
20	
%	
100%	

%	
100%	

20

STATE OF RHODE ISLAND CHARTER SCHOOL OPERATING BUDGET PROJECTIONS

Charter School:

Implementation and Operations

	FY2016	FY2017	FY2018	FY2019	FY2020
MAJOR ASSUMPTIONS					
A Average local aid per pupil	8,897.00	8,897.00	8,897.00	8,897.00	8,897.00
B Average state aid per pupil	10,948.65	10,948.65	10,948.65	10,948.65	10,948.65
C Student Enrollment	60	120	180	240	300
D Gross Square Footage (GSF) of facility					
E <i>Staffing</i>					
E1. School Principals/Asst Principals	0.0	101,000.0	104,030.0	107,150.0	215,000.0
E2. School Support Staff	35,000.0	37,000.0	82,000.0	82,000.0	86,000.0
E3. Executive Director/Superintendent	140,000.0	144,200.0	148,526.0	152,982.0	157,571.0
E4. Deputies/Administrators	80,000.0	170,000.0	180,000.0	272,500.0	280,675.0
E5. Program/Operations Support Staff			44,000.0	44,000.0	55,000.0
E6. Teachers	385,000.0	660,000.0	880,000.0	1,430,000.0	1,650,000.0
E7. Paraprofessionals	20,000.0	20,600.0	21,218.0	41,855.0	43,110.2
E8. Pupil Support	44,000.0	132,000.0	176,000.0	187,000.0	209,000.0
E9. Teacher Support	0.0	77,000.0	77,000.0	79,310.0	81,689.3
E10. Program Management	0.0	0.0	0.0	0.0	0.0
E11. Special Services	10,000.0	15,000.0	15,000.0	20,000.0	20,000.0
E12. Facilities Maintenance	30,000.0	35,000.0	70,000.0	75,000.0	80,000.0
F Staff FTE					
Subtotal:	744,000.0	1,391,800.0	1,797,774.0	2,491,797.0	2,878,045.5
OPERATING REVENUES					
1 Local Revenue	533,820.00	1,067,640.00	1,601,460.00	2,135,280.00	2,669,100.00
2 State Revenue	656,918.89	1,313,837.78	1,970,756.68	2,627,675.57	3,284,594.46
3 Grants - Charter Schools Program					
4 Grants - Private					
5 Federal formula funds (inc. Title I, III and IDEA)					
6 Capital Projects Funds					
7 Other:					
8 TOTAL OPERATING REVENUES	1,190,738.89	2,381,477.78	3,572,216.68	4,762,955.57	5,953,694.46

OPERATING EXPENDITURES**School Management**

9	Salaries: Principals and Assistant Principals	0.00	101,000.00	104,030.00	107,150.00	215,000.00
10	Salaries: Support Staff	35,000.00	37,000.00	82,000.00	84,000.00	86,000.00
11	School Office	10,000.00	10,000.00	10,000.00	25,000.00	25,000.00
12	Other:					
13	Subtotal:	45,000.00	148,000.00	196,030.00	216,150.00	326,000.00

Program/Operations Management

14	Salaries: Executive Director or Superintendent	140,000.00	144,200.00	148,526.00	152,982.00	157,571.00
15	Salaries: Deputies and Administrators	80,000.00	170,000.00	180,000.00	272,500.00	280,675.00
16	Salaries: Support Staff Social worker			44,000.00	44,000.00	55,000.00
17	Legal	5,000.00	5,000.00	7,500.00	7,500.00	10,000.00
18	School Board	15,000.00	20,000.00	25,000.00	35,000.00	45,000.00
19	Business Operations	5,000.00	15,000.00	20,000.00	20,000.00	20,000.00
20	Information Management and Technology	20,000.00	20,000.00	20,000.00	35,000.00	35,000.00
21	Other:					
22	Subtotal:	265,000.00	374,200.00	445,026.00	566,982.00	603,246.00

Instruction

23	Salaries: Teachers	385,000.00	660,000.00	880,000.00	1,430,000.00	1,650,000.00
24	Salaries: Paraprofessionals	20,000.00	20,600.00	21,218.00	41,855.00	43,110.20
25	Stipends and Bonuses	0.00	0.00	0.00	0.00	0.00
26	Pupil-Use Technology, Hardware, and Software	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
27	Instructional Materials Supplies	10,000.00	20,000.00	30,000.00	40,000.00	50,000.00
28	Other:	0.00	0.00	0.00	0.00	0.00
29	Subtotal:	445,000.00	730,600.00	961,218.00	1,541,855.00	1,773,110.20

Instructional Support						
30	Salaries: Pupil Support	44,000.00	132,000.00	176,000.00	187,000.00	209,000.00
31	Salaries: Teacher Support	0.00	77,000.00	77,000.00	79,310.00	81,689.30
32	Salaries: Program Management	0.00	0.00	0.00	0.00	0.00
33	Salaries: Special Services	10,000.00	15,000.00	15,000.00	20,000.00	20,000.00
34	Guidance and Counseling	0.00	0.00	1,000.00	1,000.00	1,000.00
35	Library and Media	4,000.00	8,000.00	10,000.00	15,000.00	20,000.00
36	Extracurricular	0.00	10,000.00	20,000.00	20,000.00	20,000.00
37	Student Services, Outreach, Recruitment	0.00	5,000.00	5,000.00	6,000.00	6,000.00
38	Student Health Services	500.00	1,000.00	1,500.00	2,000.00	2,500.00
39	Academic Interventions	6,000.00	10,000.00	20,000.00	40,000.00	45,000.00
40	Curriculum Development	8,000.00	10,000.00	15,000.00	30,000.00	45,000.00
41	In Service, Staff Development, and Support	5,000.00	50,500.00	60,000.00	70,000.00	80,000.00
42	Assessment	5,000.00	10,000.00	15,000.00	20,000.00	25,000.00
43	Other:					
44	Subtotal:	82,500.00	328,500.00	415,500.00	490,310.00	555,189.30
Operations						
45	Salaries: Facilities Maintenance	30,000.00	35,000.00	70,000.00	75,000.00	80,000.00
46	Transportation verify	20,000.00	40,000.00	60,000.00	84,000.00	108,000.00
47	Food Services verify	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
48	Safety	0.00	0.00	0.00	0.00	0.00
49	Building Upkeep and Maintenance	10,000.00	25,000.00	40,000.00	50,000.00	75,000.00
50	Maintenance Contracts	5,000.00	5,000.00	5,000.00	7,500.00	7,500.00
51	Utilities	9,000.00	20,000.00	20,000.00	35,000.00	35,000.00
52	Lease	60,000.00	65,000.00	65,000.00	65,000.00	65,000.00
53	Debt Service					
54	Capital Projects			400,000.00	400,000.00	400,000.00
55	Other: Fire Inspections	500.00	500.00	500.00	500.00	500.00
56	Subtotal:	144,500.00	200,500.00	670,500.00	727,000.00	781,000.00
Other Obligations						
57	Fringe Benefits	183,500.00	413,040.00	521,632.20	728,939.10	840,913.65
58	Insurance (non-employee)	20,000.00	25,000.00	25,000.00	25,000.00	25,000.00
59	Retiree Benefits					
60	Purchased Management Services					
61	Other:					
62	Subtotal:	203,500.00	438,040.00	546,632.20	753,939.10	865,913.65
Community Services						
63	Community Service Operations	5,000.00	30,000.00	30,000.00	45,000.00	45,000.00
64	Other: After Zone & HUB ELO			200,000.00	300,000.00	400,000.00
65	Subtotal:	5,000.00	30,000.00	230,000.00	345,000.00	445,000.00
66	Budgeted Contingencies	238.89	131,637.78	107,310.48	121,719.47	604,235.31
67	TOTAL OPERATING EXPENDITURES	1,190,738.89	2,381,477.78	3,572,216.68	4,762,955.57	5,953,694.46

68 **SURPLUS/(DEFICIT)**

<u>0.00</u>	<u>0.00</u>	<u>(0.00)</u>	<u>(0.00)</u>	<u>0.00</u>
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Instructions/Notes

MAJOR ASSUMPTIONS

- A Calculates automatically from 'Enrollment Estimates' worksheet.
- B Calculates automatically from 'Enrollment Estimates' worksheet.
- C Calculates automatically from 'Enrollment Estimates' worksheet, Table 1. Should correspond to enrollment projections in charter proposal
- D Should correspond to facilities specifications in charter proposal
- E Should correspond to staffing projections in charter proposal; use 1.0 for FTE and 0.5 for PTE
- E1. Corresponds to line 9
- E2. Corresponds to line 10
- E3. Corresponds to line 14
- E4. Corresponds to line 15
- E5. Corresponds to line 16
- E6. Corresponds to line 23
- E7. Corresponds to line 24
- E8. Corresponds to line 30
- E9. Corresponds to line 31
- E10. Corresponds to line 32
- E11. Corresponds to line 33
- E12. Corresponds to line 45
- F Subtotal calculates automatically.

OPERATING REVENUES

- 1 Revenue provided by the school's sending municipalities. Calculates automatically - Average local aid per pupil*Student Enrollment
- 2 Revenue provided by the State of Rhode Island.
- 3 Funds anticipated or awarded from the USDE Charter Schools Program (CSP)
- 4 Grants awarded by private donors, foundations, or corporations
- 5 Please see: <http://www.ride.ri.gov/FundingFinance/FundingSources/FederalFunds.aspx> for information on federal formula funding
- 6 Revenue raised to fund or acquire major capital facilities, such as bonding or other capital financing instruments
- 7 Specify other revenues, if applicable.
- 8 Total Operating Revenues calculates automatically.

OPERATING EXPENDITURES**School Management**

- 9 Certified administrators that are principals, assistant principals, or heads of school
- 10 Staff supporting principals/assistant principals and school office functions
- 11 General office expenditures such as supplies, copier, postage, etc.
- 12 Specify other expenditures, if applicable
- 13 Subtotal calculates automatically.

Program/Operations Management

- 14 Chief executive of central office, if applicable
- 15 Central office administrators including public relations directors, finance directors, IT directors, operations directors, research or program evaluators
- 16 Central office support staff including clerks, assistant administrators, finance assistants, operations assistants
- 17 Expenses related to contracted legal services
- 18 Include professional development, board training, travel, consultants fees, E&O/umbrella insurance and other related costs
- 19 Include payroll, human resources, accounting, audits, office expenses and other related costs
- 20 Include expenses for non-pupil use IT, including hardware, software, and data processing
- 21 Specify other expenditures, if applicable
- 22 Subtotal calculates automatically.

Instruction

- 23 Salaries for classroom teachers, including all core content areas, special education, art, music, language, physical education, computers, etc.
- 24 Salaries for paraprofessionals who spend a majority of their time in classrooms with teachers
- 25 Stipends, bonuses or other incentives for instruction in addition to salary
- 26 Computers, printers, software and related technology for student use
- 27 Materials and supplies intended for instruction including textbooks, paper, markers, lab materials, academic field trips, etc.
- 28 Specify other expenditures, if applicable
- 29 Subtotal calculates automatically.

Instructional Support

- 30 Include guidance counselors, library staff, extracurricular staff, nurses, outreach coordinators, dean of students
- 31 Include teacher coaches, mentors, curriculum designers, professional development providers
- 32 Include special education administrators and program coordinators (such as Title coordinators)
- 33 Include therapists, psychologists, evaluators, personal attendants and social workers
- 34 Expenses related to guidance and counseling
- 35 Library-related supplies, equipment, books, software and office costs
- 36 Equipment, materials, and transportation for extracurricular activities
- 37 Expenses related to registration, recruitment, parent relations, outreach, and advertising
- 38 Services and supplies for school health programs
- 39 Any fees or materials expenses related to academic interventions
- 40 Any fees or materials expenses related to curriculum development
- 41 Professional development, mentoring, training, coaching
- 42 Costs of assessment, scoring, data collection and reporting, and proctoring exams
- 43 Specify other expenditures, if applicable
- 44 Subtotal calculates automatically.

Operations

- 45 Custodians, janitors, and maintenance workers
- 46 Transportation service personnel, equipment and/or contracts
- 47 Food service personnel, equipment and/or contracts
- 48 Security and crossing guards, safety and security equipment, and/or contracts
- 49 Maintenance supplies and expenses related to furniture, desks, chairs, and fixtures
- 50 Maintenance contract fees from outside providers
- 51 Water, gas, electricity, sewer, trash removal, snow removal, etc
- 52 Fees paid for land and/or buildings that are leased
- 53 Principal and interest payments made on long-term debt
- 54 Expenditures for land, buildings, and improvements
- 55 Specify other expenditures, if applicable
- 56 Subtotal calculates automatically.

Other Obligations

- 57 Health insurance premiums, life insurance premiums, and retirement benefits provided to employees
- 58 Insurance premiums for property, fire, liability, umbrella etc.
- 59 Post-employment retirement benefits paid out of operating funds
- 60 Fees for comprehensive management services provided by a Charter Management Organization, school district, or other provider
- 61 Specify other expenditures, if applicable
- 62 Subtotal calculates automatically.

Community Services

- 63 Services to the community at large (e.g. child care, recreation programs)
- 64 Specify other expenditures, if applicable
- 65 Subtotal calculates automatically.
- 66 The amount reserved for contingencies or undesignated uses.
- 67 Total Operating Expenditures calculates automatically.

68 Surplus/(Deficit) calculates automatically.

Job Descriptions of Staff – Appendix IX

Principal/Headmaster – Certified with a RI administrative certification. This position will be a two-year contract that can be renewed annually with evidence of accomplishment of position goals.

- Demonstrate a passion for preparing students to be successful in the global world of the 21st century.
- Utilize a clinical approach to the supervision of instruction supporting all staff in reaching the highest levels of performance.
- Make decisions that are fair and equitable and keep the students and their learning in the center of all they do.
- Act ethically and responsibly to support the school, its students, and the AGS stakeholders
- Model the use of technology to support their own learning as well as the managerial functions of leadership.
- Use technology to support data driven decision-making and facilitate ongoing communication with the school community.
- Recognize, value, and respect the broad spectrum of ethnicities and cultures represented in the school community; utilize these assets in further internationalizing the school culture, and assist members of the community in valuing each other.
- Is an excellent communicator, valuing his/her role as listener, evidence gatherer, coach and supporter of high caliber learning for all students.
- Understand that change is a process, not an event; allow time and provide support for innovation to be tested and developed into sustainable practice.

Assistant Principal/Dean - Certified with a RI administrative certification. This position will be a two-year contract that can be renewed annually with evidence of accomplishment of position goals.

- Model a self-reflective, continuous improvement disposition for his/her own growth and value it for all members of the learning community.
- Make decisions that are fair and equitable and keep the students and their learning in the center of all they do.
- Act ethically and responsibly to support the school, its students and the AGS stakeholders
- Model the use of technology to support their learning as well as the managerial functions of leadership.
- Use technology to support data driven decision-making and facilitate ongoing communication with the school community.
- Build the collective efficacy of all school community members to become purposeful in conceptualizing and achieving the goals of the school.
- Advise and advocate for students to support their successes and help them overcome challenges.
- Are excellent communicators, valuing their roles as listeners, evidence gatherers, coaches and supporters of high caliber learning for all students.
- Understand that change is a process not an event and allow time and provide support for innovation to be tested and developed into sustainable practice

Chief Academic Officer - Certified with a RI administrative certification. This position will be a two-year contract that can be renewed annually with accomplishment evidence of position goals.

- Facilitate the infusion of international content, issues, and perspectives into the culture of the school as well as into a standards-based curriculum.
- Engage the staff in shared study of the research to bring the best ideas to the learning community in order to support student success.
- Make decisions that are fair and equitable and keep the students and their learning in the center of all they do.
- Act ethically and responsibly to support the school, its students and the AGS stakeholders
- Model the use of technology to support their own learning as well as the managerial functions of leadership.
- Use technology to support data driven decision-making and facilitate ongoing communication with the school community.
- Understand and stay up-to-date on current world events, international issues, and global debates and provide intentional opportunities for faculty and students to increase their knowledge in these areas through sustained professional development.
- Participate actively in the network of the ISSN, collaboratively sharing ideas and searching for solutions to contribute to the field of international education
- Is an excellent communicator, valuing their role as a listener, evidence gatherer, coach and supporter of high caliber learning for all students.
- Understand that change is a process not an event and allow time and provide support for innovation to be tested and developed into sustainable practice.

Chief Operating Officer - This position will be a two-year contract that can be renewed annually with evidence of accomplishment of position goals.

- Make decisions that are fair and equitable and keep the students and their learning in the center of all they do.
- Act ethically and responsibly to support the school, its students and the AGS stakeholders
- Model the use of technology to support their learning as well as the managerial functions of leadership.
- Use technology to support data driven decision-making and facilitate ongoing communication with the school community.
- Understand and engage complex problems, collect, analyze and synthesize information from a range of sources, tolerate ambiguity and uncertainty, and produce viable solutions as they relate to the success of the learning community
- Is an excellent communicator, valuing their role as listener, evidence gatherer, coach and supporter of high caliber learning for all students.
- Understand that change is a process, not an event and allow time and provide support for innovation to be tested and developed into sustainable practice.

Chief Financial Officer - This position will be a two-year contract that can be renewed annually with evidence of accomplishment of position goals.

- Use creative problem solving skills and resourcefulness to act on the needs of individual students, colleagues and the school community
- Make decisions that are fair and equitable and keep the students and the learning in the center of all they do.
- Act ethically and responsibly to support the school, its students and the AGS stakeholders
- Model the use of technology to support their learning as well as the managerial functions of leadership.
- Use technology to support data driven decision-making and facilitate ongoing communication with the school community.
- Is an excellent communicator, valuing their role as listener, evidence gatherer, coach and supporter of high caliber learning for all students.
- Understand that change is a process, not an event and allow time and provide support for innovation to be tested and developed into sustainable practice.

Instructional Coach - This position will be a two-year contract that can be renewed annually with evidence of accomplishment of position goals.

- Understand interdisciplinary instruction and support the teachers in creating cross-disciplinary connections that foster strong literacy and numeracy development as well as use the arts as a vehicle for learning.
- Make decisions that are fair and equitable and keep the students and the learning in the center of all they do.
- Act ethically and responsibly to support the school, its students and the AGS stakeholders
- Model the use of technology to support their learning as well as the managerial functions of leadership.
- Use technology to support data driven decision-making and facilitate ongoing communication with the school community.
- Understand and stay up-to-date on current world events, international issues, and global debates and provide intentional opportunities for faculty and students to increase their knowledge in these areas through sustained professional development.
- Understand the dynamics of connecting content to global issues in authentic ways, encourage the use of multiple and balanced perspectives, and provide models and opportunities for faculty to integrate this into their teaching practice.
- Is an excellent communicator, valuing their role as listener, evidence gatherer, coach and supporter of high caliber learning for all students.
- Understand that change is a process not an event and allow time and provide support for innovation to be tested and developed into sustainable practice.